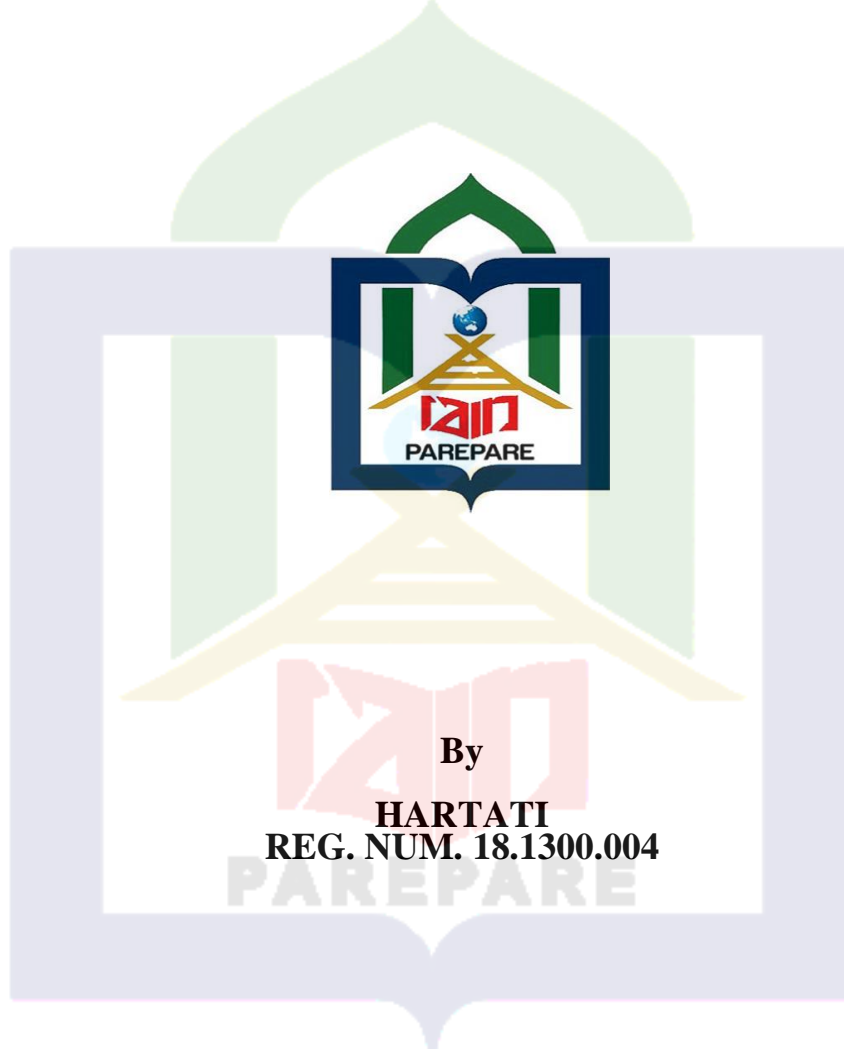**A THESIS**

**THE USE OF QUIZLET TO IMPROVE THE STUDENT'S
VOCABULARY MASTERY AT THE EIGHT GRADE
STUDENTS OF SMPN 1 LANRISANG
KAB.PINRANG**

By

**HARTATI
REG. NUM. 18.1300.004**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

A THESIS

**THE USE OF QUIZLET TO IMPROVE THE STUDENT'S
VOCABULARY MASTERY AT THE EIGHT GRADE
STUDENTS OF SMPN 1 LANRISANG
KAB.PINRANG**

BY

**HARTATI
REG. NUM. 18.1300.004**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fullfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis   : The Use of Quizlet to Improve the Student's Vocabulary Mastery at the Eight Grade of Students of SMPN 1 Lanrisang Kab.Pinrang

Name of the Student   : Hartati

Student Reg. Number   : 18.1300.004

Study Program   : English Education

Faculty   : Tarbiyah

By Virtue of Consultant Degree   : The Dean of Tarbiyah Faculty Certificate

No. 1519 Tahun 2021

Approved by

Consultant Commissions

Consultant   : Dr. Zulfah, M.Pd.   (..........................)

NIP   : 19830420 200801 2 010

Co- Consultant   : Drs. Ismail Latief, M.M.   (..........................)

NIP   : 19631207 198703 1 003

Cognizant of:

Dean of Tarbiyah Faculty

Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Use of Quizlet to Improve the Student's Vocabulary Mastery at the Eight Grade of Students of SMPN 1 Lanrisang Kab.Pinrang

Name of the Student : Hartati

Student Reg. Number : 18.1300.004

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate

No. 1519 Tahun 2021

Date of Graduation : July 31st, 2023

Approved by Examiner Commissions

Dr. Zulfah, M.Pd. (Chairman) (.................)

Drs. Ismail Latief, M.M. (Secretary) (.................)

Hj. Nurhamdah, S. Ag., M.Pd. (Member) (.................)

Dr. Arqam, M.Pd. (Member)

Cognizant of:

Dean of Tarbiyah Faculty

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

iv

ACKNOWLEDGEMENTS

بِسْـــــمِ اللّٰهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ والسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
والْمُرْسَلِيْنَ وَعَلَى اٰلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

Alhamdulillah rabbil 'alamiin, First of all, thanks to Allah SWT and all praises just to Him, the Lord of the world and creator of universe who gives us blessing and mercy therefore the writer could finish this skripsi completely, as partial fulfillments of degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.) of Institute Islamic College (IAIN) of Parepare. Bless and peace is upon the prophet Muhammad saw. who has brought human being from the darkness to the brightness era.

The writer realizes that there are some mistakes in this thesis, even though she tries to do her best. The author takes a lot of time to write this thesis and hopes that it can be useful and add new knowledge to anyone who reads it. During the research and writing of this thesis, the author received many valuable contributions from various parties to complete it. Therefore, the author would like to express her gratitude and highest appreciation to:

1. Dr. Hannani, M.Ag., as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. Zulfah, M.Pd. as The Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah. At the same time as the writer's consultant who has guided the writer and given her much suggestion in writing and finishing this thesis. Thanks for a good advice and valuable input.

3. Kalsum, M.Pd as the chairman of English Education Program of Tarbiyah Faculity in State Islamic Institute (IAIN) of Parepare, for the fabulous serving to the students.

4. Drs. Ismail Latief, M.M. also as the second consultant who always takes the time and provides guidance,advice and guidance to the writer in the preparation of this thesis.

5. All lecturers of English Education Program and all the staff of Tarbiyah Faculty IAIN Parepare. Thanks for your time, knowledge, advice, and motivation that you have given to the writer since in this great campus.

6. All teachers, staffs, and the students of SMPN 1 Lanrisang. Who have helped graciously, accept his and help to collect relevant data.

7. The sincerest gratitude to her beloved parents, Abd.Rahman and Nur.Caya for their incomparable love kindness, supporting, praying, and all ther hard work to rise for the writer's education until strata (S1).

8. All of her brothers and sisters in the Dormitory of IAIN Parepare, especially Nurhidayatullah, Mariana, Siti Israyani Armil, Lilis Suriani, Syaiful.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, Juny 7th 2023
17th Dzulqa'dah 1444 H
The Researcher,

Hartati
18.1300.004

vi

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name	:	Hartati
Students Reg. Number	:	18.1300.004
Place and Date of Birth	:	Barang, 23rd October 1999
Study program	:	English Education Program
Faculty	:	Tarbiyah Faculty
Tittle of Skripsi	:	The Use of Quizlet to Improve the Student's Vocabulary Mastery at the Eight Grade of Students of SMPN 1 Lanrisang Kab.Pinrang

Stated this thesis was her owm writing and if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Vocabulary has an important role for language skills. Vocabulary is one of the English communication tools that we must master because without vocabulary we cannot communicate effectively, so the first step to learning English is to learn vocabulary.

Parepare, Juny 7th 2023
The Researcher,

Hartati
18.1300.004

vii

ABSTRACT

Hartati. *The use of quizlet to improve the student's vocabulary mastery at the eight grade students of SMPN 1 LANRISANG Kab.Pinrang* (Supervised by Zulfah and Ismail Latief).

Many students do not like learning English this is because they cannot master English vocabulary. This causes them to be lazy to learn as a result it can affect their improvement in learning. There are many ways that can be done to improve student learning, one of which is the use of media one of them is Quizlet application. With the use of this media, it is hoped that it can be an alternative to solving problems faced by students in mastering language learning especially in English. The purpose of this study was to find out whether the use of Quizlet applications able improve students' Vocabulary mastery.

This type of research was a quasy-experimental research using a total sampling technique. The research location in SMPN 1 Lanrisang The sample of this research was of 51 students, but there were some students who were not present during the research. So the sample only counts for a total of 48 students with 2 classes consisting of an experimental class and a control class using a total sampling technique. This research focus on the use of Quizlet to improve the students' vocabulary mastery at the eight grade students of SMPN 1 Lanrisang. Before and after using the Quizlet application, the effect of using the Quizlet application on increasing students' vocabulary mastery in class. The data collected with the instrument of observation guidelines, and documentation notes. Data collect technique used pre-test and post test in both of class. The data analysis in this research using the t-test.
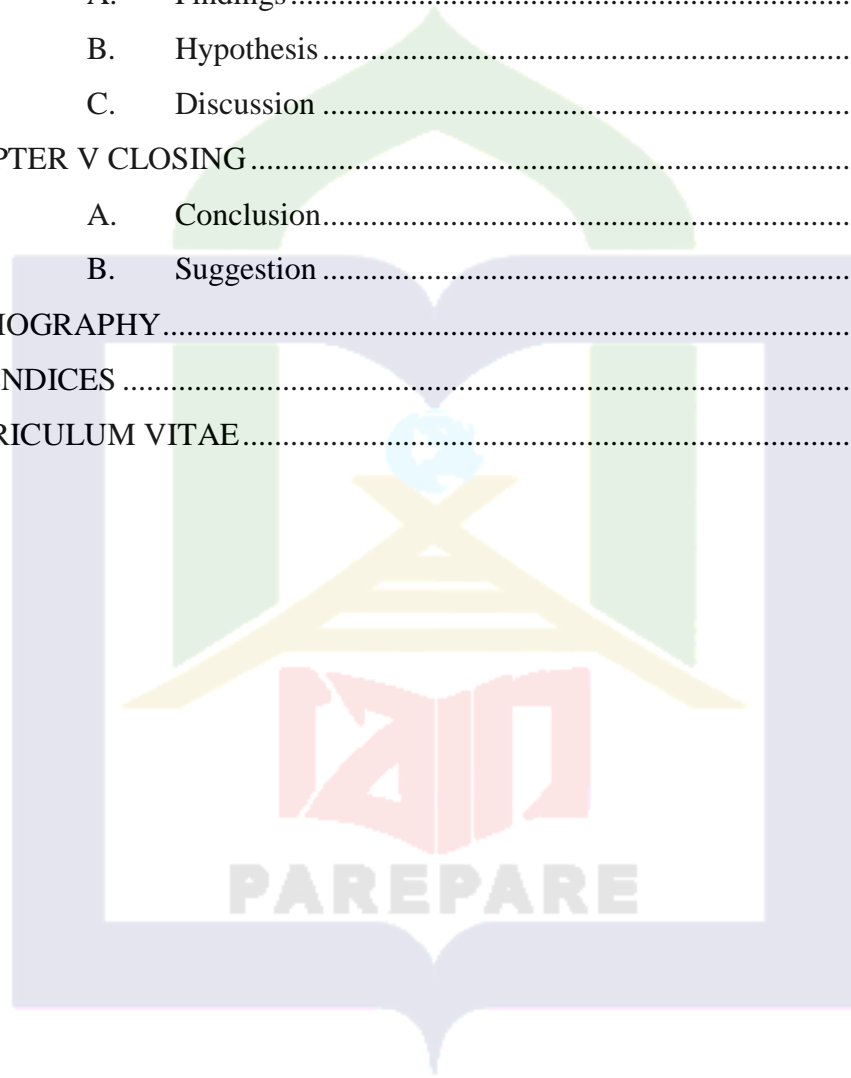
The findings showed that the use of the Quizlet application is effective for vocabulary mastery, because the scores of students who were taught using the Quizlet application were higher than students who were taught using conventional methods in class VIII students at SMPN 1 Lanrisang. From the calculation of the t-test, it is known that the calculated t value is greater than the t-table. Hence the t-count value-4.232 and t-table 2.013 (t-count > t-table-4.232 >0.110). It means Ha is accepted and H0 is rejected. Based on this, there is a significant effect of the Quizlet application on students' vocabulary mastery.

Keywords : Quizlet Application, Vocabulary Mastery, Students

LIST OF CONTETNS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

Number Of Appendices	Title Of Appendices
1	Research Instrumen
2	Lesson plan
3	Students' Pre-Test
4	Students' Post-Test
5	Documentation
6	Recommendation
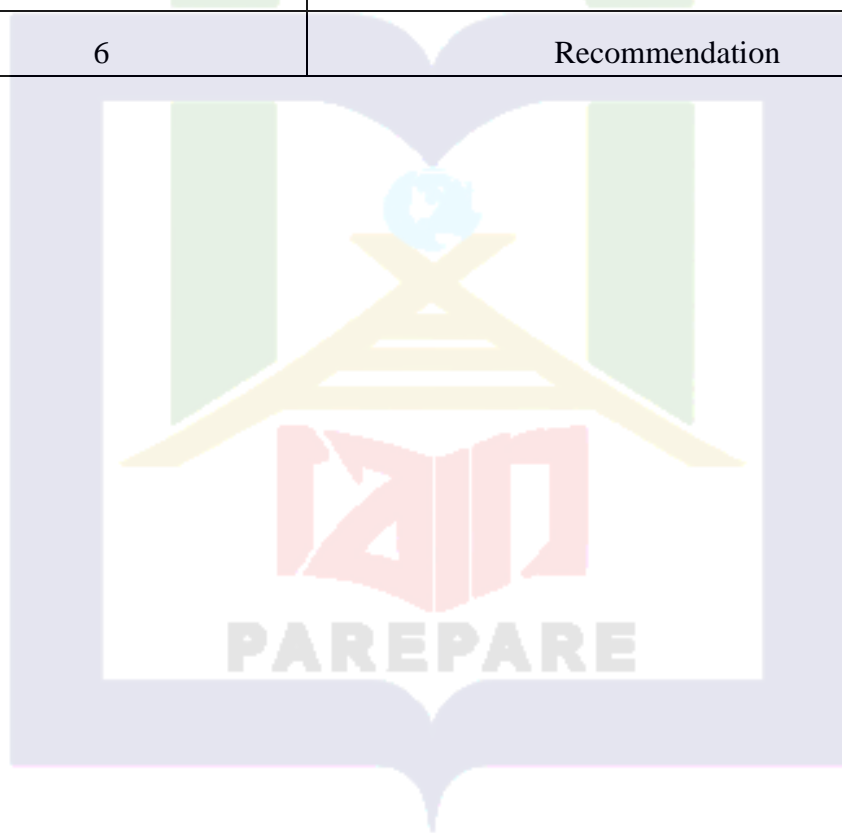
CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English communication tools that we must master because without vocabulary we cannot communicate effectively, so the first step to learning English is to learn vocabulary.

Vocabulary is very important because learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English.Problems in learning English usually have several factors, including lack of self-confidence, limited time to learn, difficulties in pronunciation, not having friends to practice and not even memorizing vocabulary.

Quizlet is an online learning tool developed by a high school student in California named Andrew Sutherland. This app is mostly used for language learning.

Why is the Quizlet application offered in vocabulary learning, because apart from facilitating language learning, this Quizlet application also consists of several learning stages, namely the Learn, Flashcard, Write, Spell, Test, and match stages.

Quizlet also makes it possible for students to study independently because they can access these learning resources anywhere and anytime. So that learning activities are no longer routine activities that can only be done with the teacher at school.

Language is an organized communication tool in the form of units, such as words, groups of words, clauses, and sentences that are expressed both orally and

1

writing. Language is very important for human as communication tools. People communicate by using language to deliver messages, ideas, and thoughts from their mind to the other person.[1]

Teaching English in most schools requires students to learn and master language skills. There are four skills that must be mastered by students in using English. English language skills consist of listening, speaking, reading, and writing. In addition to these four skills, students must also be able to master the elements in English.[2]

The English element that must be mastered is vocabulary. Vocabulary plays an important role for students to be able to master the English language. It is impossible for learners to master the English language without mastering vocabulary first.[3]

Furthermore, vocabulary is the basis for communication and important for language proficiency processes.[4] When students have vocabulary limitations, they find difficulties to improve their English skills. Students can easily improve their English language skills such as; listening, speaking, reading, and writing in condition students understand the vocabulary. It shows that the vocabulary must be learned by students compared to other aspects.

---

[1]Atmasari, *"The Effect of Quizlet Application to Improve Students' Vocabulary Mastery"* , IAIN SALATIGA, 2009, p.1

[2]Srivener, *"The Teacher Development Series: Learning Teaching a Guide Book for English Language Teachers"* , Oxford: Heinemann Publisher, 1994

[3]Krashen, S. D., & Terrel, T. D. *"The Natural Approach :Language Acquisition in the Classroom" ,* Oxford: Pergamon Press, 1983

[4]Krashen S, *"Second Language acquisition and Second Language Learning",* Oxford: Pergamon Press, 1981.

The researcher realizes that students are less motivated in learning English due the lack of vocabulary that students have so that they are not interested in learning English. Therefore, the use of media in learning is very important, especially electronic media. So researchers are interested in using the Quizlet application because this feature is interesting if it is applied in the English learning process so that students' vocabulary mastery can increase.

Based on the explanation that proves the above, the researcher wants to propose a study entitled "THE USE OF QUIZLET TO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF SMPN 1 LANRISANG".

B. Research Questions

According to the background of the study above the researcher provides the research questions as follows:

1. Is there any significant difference between students' vocabulary of control class and experimental class?
2. Is the use of Quizlet applications able to improve students' vocabulary mastery?

C. Objective of the Research

According to the statement of the problem above, the main objectives of this study are as follows:

1. The significant difference between students' vocabulary of control class and experimental class.
2. To find out whether the use of Quizlet applications able improve students' Vocabulary mastery.

D. Significanceof the Research

The benefits than can be taken from this study are as follows:

1. The Researcher

As a prospective educator, the results of this study are expected to be a reference, increase knowledge an understanding in the learning process in the classroom.

2. The Teacher

The finding of this research can be used by the teacher to get information in applying the way of teaching for solving problems that can affect the vocabulary mastery to learn English.

3. The Students

The results of this study are expected to provide information to students about the use of technology and can increase students' motivation to be better at learning English. Quizlet can be additional medium in learning English, and make it easier for students' to memorize new vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some previous researchers are relevant to this research and can used as a previous study:

First,taken by M Rizky Setiawan and Pangesti Wiedarti, "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary" in 2020. The purpose of this study is to investigate the effectiveness of using Quizlet Application as the media for increasing the students' motivation in learning vocabulary. This study was aquasi-experimental method. The results show the use of Quizlet Application is effective to increase the students' motivation in learning vocabulary. Students felt more enthusiastic,did not get bored easily, and thus showed high interest when learning vocabulary via the app. They also did the tasks provided in that application independently.[5]

Second, the study of Irene Rache Geral Dine and Anita Triastuti, with the title, "The Use Of Quizlet As An Online Tool To Improve Vocabulary Mastery" in 2018. This action research was aimed to improve the seventh grade students'vocabulary mastery through the use of Quizlet. In addition,qualitative and quantitative data were obtained in this study. The result of pre-test and post-test also

---

[5]M Rizky Setiawan and Pangesti Wiedarti, *"The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary"* , Studies in English Language and Education, Vol. 7(1), P. 83-95, 2020

revealed an improvement in which the pre-test mean scores was 74.8 and the post-test mean scores was 93.3.[6]

Third, the study of Sayida Rahma and Sri Utami Dewi, with the tittle "The Effect of Using Quizlet Toward Students'Vocabulary Mastery" in 2022. The aim of this research was to know if there is significant effect of using Quizlet toward student vocabulary mastery. This research was using quasi-experimental research with two types of variable. It can be concluded that there is a significant difference between the average student learning out comes in the experimental group and the control group. So,Quizlet application is an effective learning media for students'vocabulary mastery.[7]

The fourth, the study of Rofika Tiara and Sisilia Setiawati Halimi, with the title "The Use of Quizlet as a Vocabulary Acquistion Learning Media for Eleventh Grade Students" in 2020. This study focused on analyzing the use of Quizlet as a learning media for improving students' vocabulary. It also aimed to find out the students' perceptions of the use of Quizlet for learning new vocabulary. This research is using a one-group quasi-experimental research design. The results of this study provide additional insights on how Quizlet should be utilized so that it can be used as learning media for vocabulary learning effectively.[8]

The last, the study of Ahmet Okkan and Selami Aydin, with the title "The Effects of the Use of Quizlet on Vocabulary Learning Motivation" in 2020. This

---

[6]Irene Rache Geral Dine and Anita Triastuti, *"The Use Of Quizlet As An Online Tool To Improve Vocabulary Mastery"* Yogyakarta State University, P.333, 2018.

[7]Sayida Rahma and Sri Utami Dewi, *"The Effect of Using Quizlet Toward Students' Vocabulary Mastery"*, Journal of English Language Teaching Learning and Literature, Vol.5 (1), P.33, 2022.

[8]Rofika Tiara Avisteva and Sisilia Setiawan Halimi*, "The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students"* , Advances in Social, Education and Humanities Research, Vol.593, P.254, 2020.

study aims to examine the effects of Quizlet, one of the online tools, on vocabulary learning motivation in the English as a foreign language (EFL) learning context. The study is designed to be one-group experimental research. The results indicated that the use of Quizlet does not have any influence on learners' inner motivation on vocabulary learning, while it creates an expectation for a short term reward from the teacher. It was also found that EFL learners have a high level of motivation to learn new vocabulary.[9]

The difference between the previous research an the research that the researcher will do lies in the part of the research objective.

B. Some Partinent Ideas

This section is about concept quizlet, and concept is about vocabulary.

1. Quizlet

a. Definition of Quizlet

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.[10] It was created by Andrew Sutherland in October 2005(original as a tool to learn French vocabulary shared with his friends) and released to the public in January 2007. Quizlet trains students via flashcard and various games and tests.

Quizlet is one of the most widely used flashcard systems available.While teachers and students can use the software on a PC,it also offers a free mobile app for use on both the Apple IOS and Google Android

---

[9]Ahmet Okkan and Selami Aydin, *"The Effects of the Use of Quizlet on Vocabulary Learning Motivation"* , Language and Technology, Vol.2 (1), P.16, 2020.

[10]Foster H, *" Building learner-generated vocabulary logs with Quizlet"* , The Language Teacher, 2009.

mobile plat forms.Quizlet offers several ways to study vocabulary.Quizlet is an online interactive learning platform operating on electronic bilateral flashcards, that can be used to study any subject, but serves mostly as a system for learning languages.11 Quizlet is a simple and powerful vocabulary study tool that is easy and enjoy able to use,and can complement a language course in various ways.

b. Quizlet Applicationin Teaching Vocabulary Mastery

The success or failure of the teaching-learning process depends on several factors. One of them is the media used by the teacher. Media is a tool of communication to help transfer material in learning,so that knowledge can be more easily understood and last longer in the memory retention of students' brains.The quizlet application has several interesting features as a medium for language learning. There are two basic features of quizlet namely,the role of a teacher(Quizlet for classrooms) and as a learner. There are eight features that can be used in class. They are learn, flashcards, spelling, writing, match, gravity, live quizlet and test. Gravity and live quizlet features can only be opened by PC or Computer.Gravity is a model that requires students to type in terms as the definition of the vocabulary moves from the top to the bottom of the screen.Students are asked to type the correct answer before the definition appears at the end of the screen.Then, Quizlet Live isa feature that allows groups of students and groups to competein exams.Then,each group can answer the questions with a smartphone, then the teacher uses the computer to show the

11Kalecky R, *"Quizlet vs. Vocabulary Notebook: The Impach of Different Methods of Storing and Revising Vocabulary on Students' Progress Retention and Autonomy"* , 2016.

score obtained. The highest score will be displayed directly on the computer screen or project or screen. Quizlet Live can only be accessed via a web- based desktop byteacher.

By using this application, the teacher can create classes and share class codes or invite students with a link, enabling students to use the Quizlet Live feature.When the teacher creates a class with a quizlet account,the teacher can track other Quizlet accounts,with this we as teachers can follow the progress of students' language learning and assignments to groups of quizlet users (classes). When students have joined and given permission to the teacher to track them, the teacher can see all students side by side. The teacher can see the details of the activity (when students practiced, how many points they get, and how long it took), as long as then a me send email addresses of the students are linked to the account.

Students can access the quizlet application from the website or they can also download this application on their mobile devices or smart phones. In this case the researcher has downloaded the application on a mobile device via google playstore.

And there are several features that everyone can access easily:

1) First page of quizlet when we want to login it
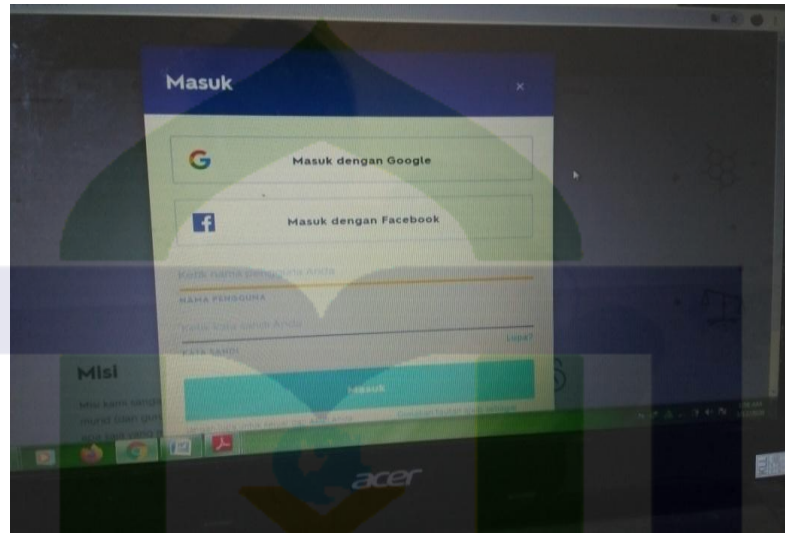
This page will appear when the user downloads this application from the Playstore or google play or the App Store(IOS platform).Students only need to be connected to the internet to run this application. The first thing to do is, students can register with a google or facebook account to maintain their progress. Then, students can make a series of lessons and after that students are given the option to start using quizlet. It is the first time studying vocabulary or has started for exam placement.

2) Home page of quizlet android application
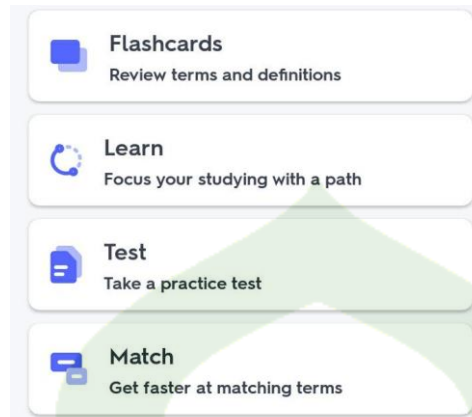
Based on the picture above, there are several features that students can use and as an interesting and interactive learning medium, in Quizlet there are various ways to use digital flashcards.

a) Flashcard, is basic learning tool that have similar modes conventional flashcards made of paper. In it, students can each vocabulary card that consists of terms is shown. Students can also reverse thev vocabulary cards by touching screen to see the definition of the term.

b) Learning, this allow students to type terms from definition displayed. Then, after typing the answer, the students can find out whether the answer is true or false. The score can identify automatically.

c) Writing, also allows students to write down definitions / vocabulary about what they are learning.

d) Spelling is designed to help students practice vocabulary spelling. When a term is misspelled, the system automatically checks the student by spelling it with the required animation.

e) Tests also allow students to take tests by pasting answers. This test

has four available methods (match, multiple choice, write answer, and true/false) that can be selected in this test. Interestingly, students can find out the score on the test.

f) Match, this gives students the opportunity to practice the meaning of the vocabulary by dragging the terms and the narranging the words into their correct meanings. The true partner can be lost. The last, students are asked to clear the screen with the fastest possible time.

c. The Advantages and Disadvantages of Quizlet

According to Blackwell and Kane (2014:12), there are the advantages and disadvantages of quizlet like:

1.) Andvantages of Quizlet

a) This app is informative and simple.

b) Learning from quizlet is based on the subject.

c) It can be accessed easily on various electronic devices such as computer or mobile phones.

d) Courses are offered and taught in various languages. This makes it easy for students to choose the language they want to learn.

2.) Disadvantages of Quizlet

a) Internet access required.

b) Not much about the culture that is taught.

c) Quizlet class as a teacher can only be accessed via website. The address is not available in the menu in the quizlet app.

Therefore, quizlet as a media of electronic learning applications that are used to stimulate students' thoughts, concerns, feeling, ability, or skill in order to encourage the learning process tobe efficient. Quizzes as a new medium in the world of education, can provide new knowledge and innovation to teachers in teaching. Therefore, educators must understand and know about new innovations in teaching because they can create a new atmosphere in teaching and not make them bored quickly. So, it is not only students who are required to learn, but teachers are also required to learn.

2. **Vocabulary Mastery**

a. Definition of Vocabulary

To understand language, vocabulary is the most important thing for students to master. There are some definition has found by researcher from several literature about vocabulary according to several perception they are :

According to Richards, vocabulary is one of the most important components of language and one of things that to be noticed by the linguists.[12] It is the main element in the process of learning,mastering and using language. Without a sufficient vocabulary, people cannot communicate effectively to express their ideas or gives information.

According to Ersa Akdogan, vocabulary is more important than grammar because we can speak withouta correct grammar structure but we cannot speak about vocabulary. Words are the root of communication and strong vocabulary that enhances all areas of communication such as listening,

---

[12]Jack C. Richards, " *Pengembangan Kurikulum dalam Bahasa Pengajaran"*, (Inggris: Cambridge University Press, 2002), 4.

speaking, writing, and reading.[13]Vocabulary mastery is very necessary to express our ideas and to be able to understand other people's sayings.[14]

From the several definitions above, researchers can conclude that vocabulary is a very important aspect in learning English or other foreign languages to develop four aspects of students' skills in the process of teaching English or foreign languages. If they do not know any vocabulary, students will find it very difficult to write, read, listen and speak in English or another foreign language. Therefore, vocabulary is the first step that students must learn in learning a language to improve their vocabulary mastery. English skills will be easier to learn if students know a lot of vocabulary.

Great vocabulary is just one of the essential tools in a writer'stool box, a long with grammar,punctuation,and much more.Vocabulary can make your writing stronger and more effective and can help you say exactly what you mean. This indispensable tool will help you choose the best words for each job and avoid vague words that don'tgive the reader a good understanding of what you mean.[15]

---

[13]Ersa Dakogan, *"Developing Vocabulary in Game Activities and Game Materials"* , Bangladesh: Journal of Teaching and Education (2017) , p.34.

[14]Mofareh Alqahtani, *"The Importance of Vocabulary in Language Learning and How to be Taught"* , International Journal of Teaching and Education , Vol III No 3 (2015), p.26.

[15]Afaf Abdelrahim Jalal Eldin Ahmed, "*The Role of Vocabulary Learning Strategies   in Enhancing EFL Learners' Writing Skills*" , International Journal of Humanities Social sciences and Education (IJHSSE) Volume 4,Issue 8,August 2017, PP 41-50.

b. Kinds of Vocabulary

Hatch and Brown say that[16], vocabulary is divided into two, namely receptive vocabulary and productive vocabulary:

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.[17]For example, a child's ability to listen and follow directions (e.g. "put on your coat") depends on the child's receptive language skills. In typical development, children can understand language before they can produce it. Children who cannot understand language may have receptive language difficulties or receptive language disorders.

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore,productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.[18] For example: a child who cannot speak,

---

[16]Evelyn Hatch and Cheryl Brown, Vocabulary, Semantics, and Language Education (Cambridge ; New York : Cambridge University Pres, 1995).

[17]Stuart Webb, "Receptive And Productive Vocabulary Sizes Of L2 Learners," 2008.

[18]Webb.

write or sign can follow pretty much any instruction given in the language that he or she is used to. But when the child learns to speak, sign, write then his vocabulary becomes active. Therefore, it can be said that productive vocabulary is the words that are generated referring to the corresponding perspective and that said words or vocabulary must correspond to the imagined connotation of thespeaker . Receptive vocabulary is the words or vocabulary that we can hear or that we receive from others in the language we are dealing with.

Some experts classify vocabulary types. According to Nation, there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to words that native speakers and foreign learners recognize and understand but almost never use, used passively in either listening or reading. Productive vocabulary is actively used in either speaking or writing. One is his listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. It can therefore be concluded that the vocabulary can be presented in four units. They read vocabulary, listen, and vocabulary, speak vocabulary, and write vocabulary. Reading vocabulary consists of words found by people when they read. While listening vocabulary is the words that people hear and understand when they talk to others or listen to radio and television.[19]

---

[19]I.S.P.Nation, *Learning Vocabuage in Another Language* (Cambridge University Press, 2001).

Furthermore, Hamer divides vocabulary into active vocabulary and passive vocabulary. Active vocabulary means that students have been taught or learned vocabulary and are expected to be able to use it. Passive vocabulary, on the other hand, means that students order the words as they see them, but cannot construct them using them. It is similar to previous types of vocabulary in that it is the same passive vocabulary designed for a productive vocabulary is the same as an active vocabulary that focuses on speaking and writing.[20]

c. The Importance of Vocabulary

Vocabulary is a fundamental component of language proficiency.[21] Vocabulary knowledge is a vital component of language learning because a restricted vocabulary in a second language will impedes successful communication. In addition, according to Cameron, one of the most important knowledge in language is vocabulary, as one of the knowledge areas in language, vocabulary plays a significant role for learners in the acquisition of a language.[22] It signifies that vocabulary cannot be separated from language, it is an essential component of language, without vocabulary, the language would be unable of retaining all information. Students must understand vocabulary to develop other aspects of language, such as speaking, writing, reading, and listening. And vocabulary should be taught specifically for foreign language

---

[20] Jeremy Harmer, "The Practice of Nglish Languag Teaching," 2001, 269.

[21] Liu Yu, "*Vocabulary Recognition and Memorization: A Comparison of Two Methods*" (Spring: Kristianstad University, 2011), p. 32.

[22] Cameron , L, "*Teaching Languages to Young Learners*" (Cambridge: Cambridge university press, 2001), p. 22.

learning activities, because even if students have mastered grammatical form, they will lack the confidence to communicate or talk if they do not know vocabulary.

All language skills require mastering vocabulary. For example, children will have difficulty understanding or comprehending the material they read if they do not know the meaning of the terms in the text. If they only know a few vocabularies, it will be difficult for them to converse in a foreign language. Mastering a language is difficult if you do not begin with the easiest, and learning a new language without mastering vocabulary is impossible.
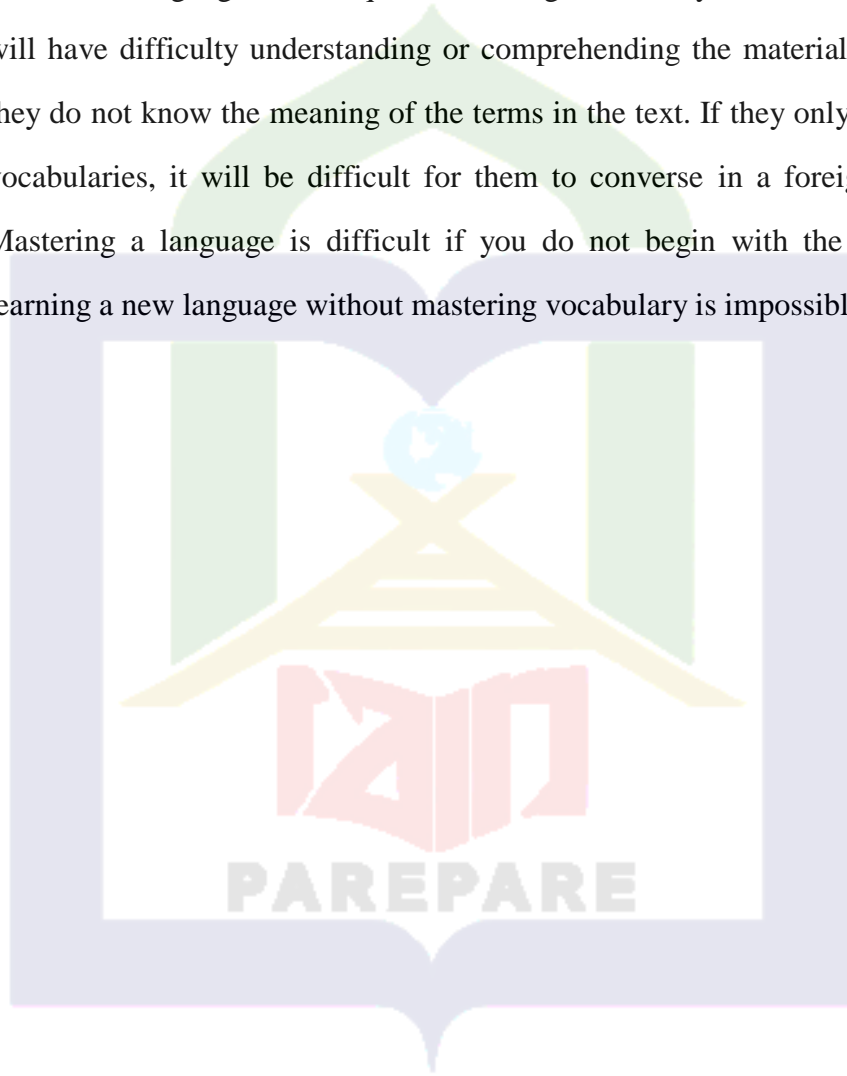
C. Conceptual Framework

The researcher will conduct four meetings. In the first meeting, the researcher will administer a pretest to determine their previous vocabulary. In the second until third meeting, the researcher use the Quizlet application to administer the first treatment. The researcher used the last meeting to conduct a post-test.

The conceptual framework underlying this research given in the following diagram

```
                    ┌─────────────────────┐
                    │ Teaching Vocabulary │
                    └─────────────────────┘
            ┌──────────────────┴──────────────────┐
┌──────────────────────────┐          ┌──────────────────────────┐
│ Memorizing (Control Class)│         │ Quizlet (Experiment Class)│
└──────────────────────────┘          └──────────────────────────┘
   ┌──────────┬──────────┬──────────┬──────────┐
┌─────────┐ ┌────────┐ ┌────────┐ ┌────────┐
│Flashcard│ │ Learn  │ │  Test  │ │ Match  │
└─────────┘ └────────┘ └────────┘ └────────┘

            ┌──────────────────────────────┐
            │ Recaptive Vocabulary Mastery │
            └──────────────────────────────┘
```
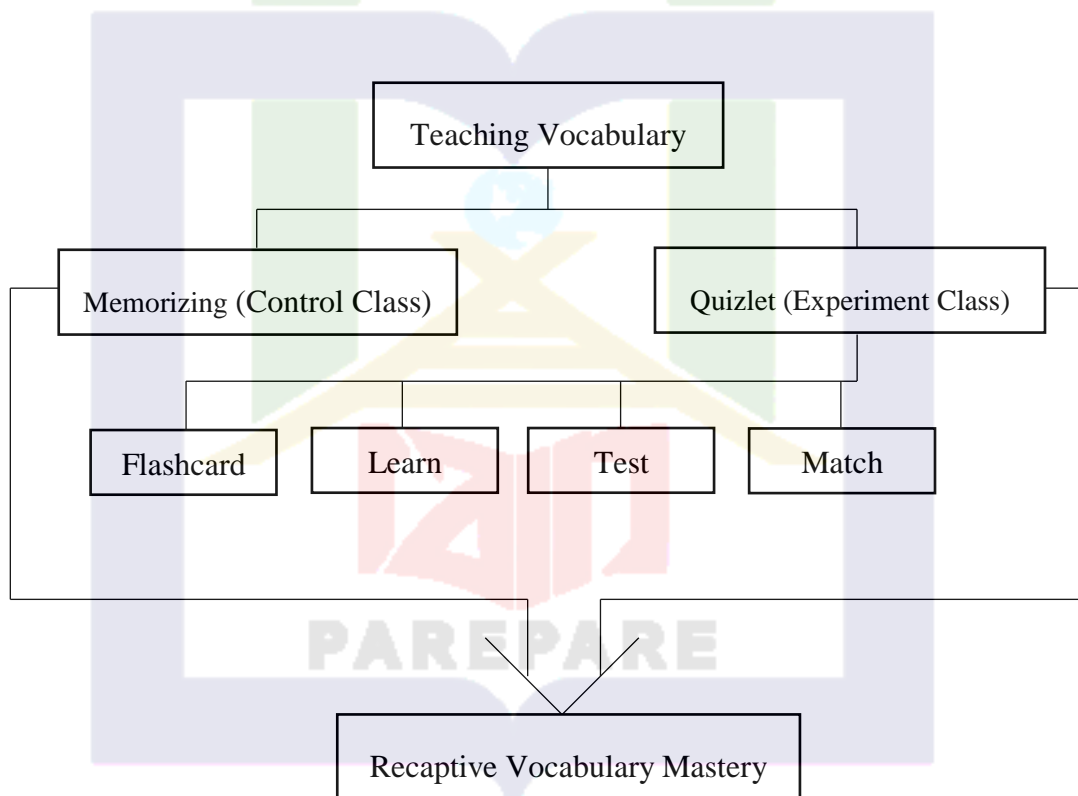
D. Hypothesis

The hypothesis are:

1. Ha: there is a significant influence of using Quizlet application in improving students' vocabulary mastery at the Eight grade Student's of SMPN 1 LANRISANG Kab.Pinrang.

2. Ho: there is no significant influence of using Quizlet application in improving students' vocabulary mastery at the Eight grade Student's of SMPN 1 LANRISANG Kab.Pinrang.
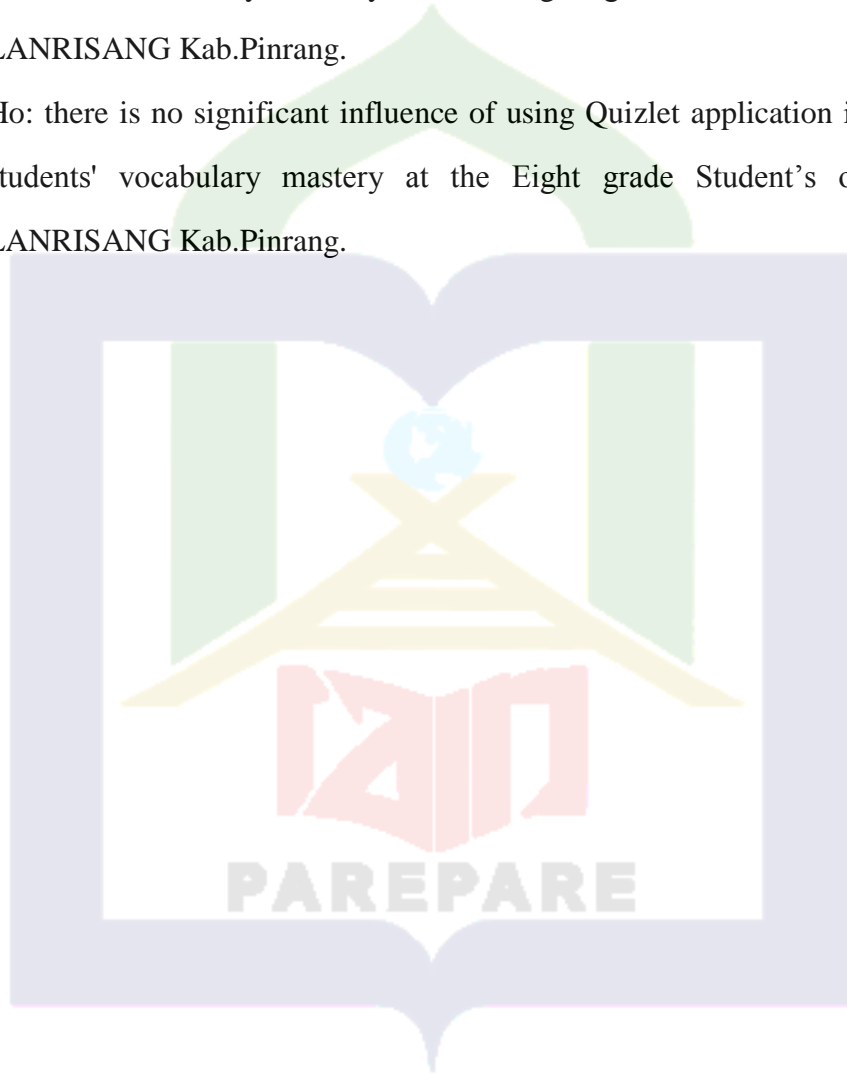
CHAPTER III

RESEARCH METHOD

This chapter describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

A. Research Design

The research is conducted in an quasi-experimental research design with pre-test and post-test. This design is implemented to find out how the use of the Quizlet application affects vocabulary mastery. This study consisted of two different groups, namely the experimental group for class VIII I and the control group for class VIII 2. The experiment was taught using the Quizlet application and the control group was taught using conventional methods. The two groups were given tests namely pre-test and post-test with the same material. There are two variabels. The independent variable is quizlet application and the dependent variable is vocabulary.[23]

B. Population and Sample

1. Population

The population in this study were class VIII students of SMPN 1 LANRISANG. Total population of 51 students consisting of 2 classes.

2. Sampel

In this study, the researcher take the total sampling technique.Total sampling is a sampling technique where the number of samples is equal to the

---

[23]Syaukani. 2015. *Metode penelitian: Pedoman praktis Penelitian dalam bidangPendidikan.* Medan:Perdana Publishing. P. 15

population. Why use total sampling because the total population is less than 100. So the number of samples in this study was 51 students consisting of two classes.

Tabel 1. The Total of The Eight Grade Students of SMPN 1 Lanrisang

No.	Class	Male	Female	Total
1.	VIII.1 Class Experimen	12	13	25
2.	VIII.2 Class Control	13	13	26 Total : 51

C. Procedure of Collecting Data

In collecting the data, the researcher gave some steps for the students as follow:

1. Pre-Test, Before carrying out the treatment, the researcher gave a pre-test to students as an initial activity. Pre-tests are given to students by giving them some vocabulary tests. The researcher gave 15 multiple choice questions and 5 Essay. After giving the pre-test, the researcher examined the students' work to find out what the students lacked in vocabulary. After that, the researcher gave treatment with the Quizlet application to increase their vocabulary.

2. Post-Test After giving the treatment, students are given a post-test, the post-test is a measure of several characteristics that are assessed in the trial after being given the treatment. Just like the pre-test, there are 15 multiple choice questions and 5 Essay. The content of the test is different from the previous test but still has the same composition and characteristics. The purpose of the

post-test is to determine students' vocabulary mastery after being given treatment.

D. Treatment

Here there are two groups that have been taught the material, namely the experimental group and the control group. the experimental group was taught by using the Quizlet application. Meanwhile, the control group was taught using conventional methods without using applications. After giving the pre-test, the researcher gave treatment to students using the Quizlet application. The treatment process will be carried out for Four meetings. Every meeting the researcher provides material to students using the "Quizlet" application and without using applications.

E. Instrument of Collecting Data

In collecting data,vocabulary tests will be given to students, namely:pre-tests,and post-tests that will be conducted in both groups in the experimental and control groups. The research instrument is a test. The test is a collection of questions made by the researcher using multiple choice which consists of 15 questions and 5 essay and will be answered by students. This test aims to determine the ability of students in vocabulary mastery.

F. Technique of Data Analysis

Data that has been collected from previous tests to be analyzed using quantitative analysis with static calculations in testing hypotheses. As for the steps as follows:

1. Classifying the students score based on the following classificasion:

Table 2. The Classification Students'Score

No	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4	Poor	41-55
5.	Very Poor	< 40

(Dirjen Pendidikan Dasar dan Menengah)[24]

2. Counting response results

$$P = \frac{f}{n} \text{x} 100\%$$

Where :

P : Presentase

f : Frequency of all questionnaire answer.

n : Number of respondents[25]

3. To determine the effect of using the quizlet application on vocabulary mastery, it is intended that the control group and the experimental group will be compared by using the t-test, as follows:

t=<u>Ma - Mb</u>

---

[24] Dirjen Pendidikan Dasar dan Menengah, Peraturan Directorat Jendral Pendidikan Dasar dan Menengah Tentang, Penilaian Perkembangan Anak Didik (Jakarta: Depdiknas, 2005)
[25] Adam Malik, pengantar Statistika Pendidikan (Yogyakarta: CV BUDI UTAMA 2018)

$$\sqrt{(\frac{da^2 + db^2}{Na + Nb - 2})\left(\frac{1}{Na}\right) + \left(\frac{1}{Nb}\right)}$$

Where :

t =Total Score

Ma = Mean of experimental group

Mb = Mean of control group

Da^2= Standard of deviation of experimental group

Db^2= Standard of deviation control group

Na= Total number of experimental group

Nb= Total number of control group

4. The Statistical Hypothesis

After obtaining the t-test, the researcher compared the t-test and t-table. Hypothesis testing uses criteria with a significant level of 5% (0.05). The conclusion obtained as follows:

Ha is accepted if> t table or if Sig. (2-tailed) <0.05.

Ho is accepted if <t table, or if Sig. (2-tailed)>0.05.

The hypothesis study are:

a. Alternative Hypothesis (Ha): "There are significant differences between students mastery of vocabulary among students taught by the quizlet application and students who are taught without using the quizlet application

b. Hypothesis Zero (H0):"There are no significant differences between students mastery of vocabulary among students who are taught with the quizlet application students who are taught without using the quizlet application."

5. Validity

A validity in a test refers to the extent of what the researcher is measuring. There are a number of aspects of size validity that must be checked. Therefore, to find out the validity of the test, we can use product moment correlation by Pearson.[26]

$$rxy = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\{N\left(\sum x^2\right) - \left(\sum X\right)^2\}\{N\left(\sum Y^2 - \left(\sum Y\right)^2\right)\}}}$$

N = Number of samples

$\sum x$= Score item

$\sum y$= Total scores

rxy =Correlation coefficient

To interprets the test validity price, consult the price at the criticism price of r at product moment, α= 0,05. If $rcount >$. So that, the item is valid.

6. Reliability

To find out and see the reliability test of this study, we can use the formula from Kuder Richardson-21. We can see the formula as follows:

$$r11 = \frac{k}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

---

[26] Sudjana. 2009. Metode statistika. Bandung: Tarsito. P. 369

Where:

 K= The number of the test items

M= Mean of the score

S=Standard deviation of the score

7. Normality Test

This normality test is done to find out and see whether the data obtained from the sample has a normal distribution or not. In this study also, the normality test will be carried out by using the Liliefors test. After getting $L0$, it is compared toLta-0,05 the characteristic of Lilifors test is:

⇨ If $L0 < Lt$= data is normal

⇨ If $L0 > Lt$= data is not normal

8. Homogeneity Test

Homogeneity test is performed to determine whether the sample is homogeneous or not. Homogeneity test conducted in this study is the Levene test. After getting the $F0$, it will be compared to the Ft α-0,05 the characteristic of Levene test is:

⇨ $F0 < Ft$= sample is homogenous

⇨ $F0 > Ft$= sample is heterogenous

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discuss how to analyze data, find and discuss the results of data analysis. The findings of the researchers include descriptions and results of data management obtained through teaching to students. Besides, there is a process of hypothesis testing including an explanation of students' English vocabulary mastery after applying the Quizlet application.

A. Findings

In this section, the researcher collect data from the results of teaching English vocabulary in two classes using pre-test and post-test research instruments. The findings in the data collection process from the instrument should be described as follows.

1. Vocabulary score in Experimental Class and Control Class

Table 3. Scoring Vocabulary of experimental Class and Control Class

No	Value	Class							
		Experimental Class				Control Class			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		Scoring	Category	Scoring	Category	Scoring	Category	Scoring	Category
1	Max Score	85	Good	95	Very Good	85	Good	95	Very Good
2	Min Score	35	Very Poor	60	Fair	10	Very Poor	25	Very Poor
3	Mean	65	Fair	81	Good	50	Poor	58	Fair
4	Median	65	Fair	82	Good	45	Poor	52	Poor
5	Modus	85	Good	90	Very Good	55	Poor	50	Poor

28

In the scoring table above, it can be explained that in the experimental class there are results from the students' pre-test and post-test. In the pretest score, students get a maximum score of 85 in the good category, a minimum score of 35 in the very poor category, the mean score of 65 in the very poor, the median score of 65 in the very poor category, and the modus score of 85 in the good category. Furthermore, in the post-test score, students get a maximum score of 95 in the very good category, the minimum score of 60 students in the fair category, the mean student score of 81 in the good category and the median student score of 82 in the good category and the last modus the student score is 90 in the very good category.

In the control class, it can be explained that the pretest results of students with a maximum score of 85 in the good category, a minimum score of 10 students in the very poor category, the mean score of 50 students in the good category, and the median score of 45 students in the poor category, and modus scores of students as much as 55 in the poor category. In the post-test control class, there are a maximum score of 95 in the very good category, a minimum score of 25 students in the very poor category, the mean score of 58 students in the fair category and the median score of 52 students in the poor category, and the modus score of 50 students in the poor category.

2. Students' Classification Score of Experimental Class and Control Class

Table 4. Classification of student scores in the pre-test and post-test experimental classes and control class.

No.	Classification	Score	Class							
			Experimental Class				Control Class			
			Pre-Test		Post-Test		Pre-Test		Post-Test	
			F	%	F	%	F	%	F	%
1	Very Good	86-100			8	33,33			3	12,5
2	Good	71-85	9	37.5	10	41.66	5	20.83	4	16.66

From the above table of test classes, it can be explained that the pre-test data shows that several test classes received good grades with a frequency of 9 (37.5), then there were 9 (37.5) average scores and 4 (16.66) students. who got bad grades and finally there were 2 who got a very bad grade (8,33). From this data, it can be interpreted that before the treatment of the students, the grades obtained in the class were still classified as bad or even very bad. Therefore, the researcher conducted a treatment using Quizlet to increase the vocabulary of students in the class. After the Quizlet treatment, it was proven that the use of this media can improve the vocabulary of students in the classroom. Very good grades were obtained by 8 (33.33) and good grades by 10 (41.66) and finally fair grades were obtained by 6 (25) and no student obtained very good grades. assessment scores are poor, which means that using this Quizlet app can improve students' vocabulary in class.

Whereas in the control class table above it shows that the results of the pre-test data of students in the control class as a whole score more 11 (45.83) with a very poor classification only some get a good classification score. This means that in the control class there was still very little in the students' vocabulary mastery. It is proven by the data above that none of the students got a

very good classification. However, after being given treatment using conventional methods on the post-test the students experienced a slight increase, it is evident from the data above that there were several students 3 (12.5) who received a very good classification. Although only partially, there was an increase after the treatment was given.

3. **Analysis of Data**

   a. Normality Test

   In the study, the normality test is tested using Lilliefors at SPSS to calculate normality for each test. The test will be normally distributed if the absolute difference is less than the result in the lilliefors table with the number of sample (n) is 24.

Table 5. The Normality of Pre-Test in Experimental Class and Control Class

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test of Experimental	.112	24	.200[*]	.925	24	.076
Pre-test of Control class	.131	24	.200[*]	.944	24	.203

1) Liliefors Significance Correction

   Based on the data, it can be seen that normality is significant. This is indicated by the significance in the lilliefors table, the experimental class data is .200* . And while the significance in the Lilliefors table from the

control class data is .200*. And it can be concluded that the pre-test results in the experimental class and control class are normally distribute.

Table 6. The Normality of Post-Test in Experimental Class and Control Class

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test of Experimental	.137	24	.200[*]	.935	24	.127
Post-test of Control class	.197	24	.026	.943	24	.224

2) Liliefors Significance Correction

Based on the data, it can be seen that the experimental class data is .200*while the control class data is .026. So, the post test results on the experiment and control class normally distributed.

b. Homogeneity test

After conducting the normality test, the researcher conducted a homogeneity test which was calculated using SPSS to test the similarity of the two classes, namely the experimental class and the control class. Researcher has used the Levene statistical test to calculate the homogeneity test. The data will be homogeneous if the result of the data calculation is greater than 0.05. And the results can be presented below:

Table 7. Pre-Test of homogeneity of variances between Control and Experimental

Test of Homogeneity of Variances

Pre-Test of Control and Experimental

Levene Statistic	df1	df2	Sig.
4.971	1	46	.031

The results of the data showed that the pre-test significance between the experimental class and the control class is 0.031. So, the pre-test is homogeneous because it is higher than 0.05.

Table 8.   Post-Test of homogeneity of variances between Control and Experimental

Test of Homogeneity of Variances

Post-Test of Control and Experimental

Levene Statistic	df1	df2	Sig.
10.143	1	46	.003

The results of the data show that the significance of the post-test between the experimental class and the control class is 0.003. So the pretest is heterogeneous because it is less than 0.05.

c. T-tes

After measuring the normality and homogeneity tests, the researcher calculated the data by using the t-test in SPSS to find out whether there is a significant difference between students 'vocabulary mastery in the experimental class and students' vocabulary mastery in the control class. After that, the researcher used the t-test to obtain more empirical evidence about the effect of quizlet on students' vocabulary mastery by using SPSS. Researcher also used data from the post-test experimental and control classes, and researcher had obtained scores from both classes. The T-test results from the post-test scores of the control and experimental classes are presented in the table below:

Table 9.   The T-test result of post-test score of Control Class and Experimental Class

Group statistic

Group	N	Mean	Std. Deviations	Std. Error Mean
Experimen Class	24	81.38	10.329	2.108
Control Class	24	58.33	19.597	4.000

The table above shows that the two groups each have 24 samples. The final test of the experimental group was higher than the control group seen from an average of 81.38 to 58.33.

Table 10. Independent Sample Test

	Levene 's Test for equalit y for varianc es	t-test for Equality of Means							
	F	Sig.	T	Df	Sig.(2-tailed)	M	Std.Error Differenc e	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances assumed	2.652	0.11	-4.232	46	0	-15.958	3.771	-23.549	-8.368
Equal Variances not assumed			-4.232	40.333	0	-15.958	3.771	-23.578	-8.339

The following table is the main table of the independent sample T-test analysis. This can be seen from the 2-way (t-tailed) significant value.

The Equal Variance Assumed Value (0.110). T test values with the same group variance (Equal Variance Assumed) and T test with the variance of the two groups are not the same (Equal Variance Not Assumed). To choose which test we use, it can be seen from the variance similarity test through the levene test.

Look at the P value of the levene test, if the p value is < alpha (0.05) then the variance is different, and if the p value > alpha (0.05) then the variance is the same. The p value in the levene test above is the p value = 0.110, which means the variance is the same. So what we see now is the T test for equal variance. From the results above, the value of $p = 0.00$ is obtained. So 0.00< 0.05. So it can be concluded that there is a significant difference between the scores of students who use the Quizlet application and students who do not use Quizlet. So it can be concluded that there is a significant difference between the scores of students who use the Quizlet application and students who do not use Quizlet.

B. Hypothesis

Hypothesis testing is important because of its calculations. Hypothesis testing is done to answer the formulation of this research problem. Then the hypothesis testing criteria are as follows:

1. Ha is accepted if> t table or if Sig. (2-tailed) 0.05.
2. H0 is accepted if< t table or if Sig. (2-tailed) 0.05.

Based on the post-test results of the experimental class and the control class, it was stated that t-count =-4,232 > t table = 0.110 at a significant level of 0.05 (5%) and the sign. (2-tailed) is 0.00 <0.05. So tv value > t table and sign. (2-tailed) < 0.05,

that is Ha is accepted. So researchers can conclude that there is an influence on students' ability to master vocabulary by using the Quizlet application.

C. Discussion

Based on data analysis of class VIII students of SMPN 1 Lanrisang, students' vocabulary mastery increased by using the Quizlet application. The results of the data from the tests were divided into pre-test and post-test, students who were taught using the Quizlet application had a higher difference in scores compared to students who were taught without using the Quizlet application. Although the scores of classes taught without using the application increased slightly, the increase in classes taught using the application increased drastically. Because when using the Quizlet application students are more enthusiastic in the learning process because the application used is very interesting so students are more enthusiastic in the learning process.

Why can the Quizlet application improve students' vocabulary mastery, especially for SMPN 1 Lanrisang students, because this learning media is very interesting when applied in the teaching and learning process and will not make students feel bored in class during the learning process because it uses learning media such as cellphones. As we know that technological developments in life start from simple processes in everyday life to the level of fulfillment of satisfaction as individuals and social beings. From the time of It's time for technological progress to continuedevelop. Therefore in the teaching and learning process using the media is very helpful.

Looking at the current era where the use of technology is no stranger to society, both adults, teenagers, children, even parents are already proficient in using

technology such as mobile phones, therefore students will be more interested or motivated to learn by using media in class. during the teaching and learning process.

Quizlet is a mobile-based and web-based learning app that enables students to learn information through learning tools and games. This online learning tool was developed by a high school student in California named Andrew Sutherland. Quizlet is a simple and powerful vocabulary learning tool that's easy and fun to use, and can complement language courses in many ways.

In addition to facilitating the language learning process, the Quizlet application has many features, including consisting of Flashcards, which are similar to conventional flashcards made of paper that students can use to find out some of the vocabulary consisting of the terms displayed. In addition, students can also turn over the vocabulary cards by touching the screen to see definitions of terms. The second feature is Learn, where learning allows students to type terms from the definitions displayed, then after typing the answers students can also find out whether the answer is right or wrong and even the score can be known automatically. The third feature is the Test, where this test allows students to take the test by pasting in the answers, this test has four available methods (match, multiple choice, write answers, and true/false) that can be selected in this test. Interestingly, students can also find out the score on the test. Then there is the Match feature, where this feature gives students the opportunity to practice the meaning of vocabulary by matching or dragging terms and then arranging the words into the correct meaning. Interestingly, this feature has a very fast time passing when we have played it and also we can challenge or invite friends to play and compete with each other to have the fastest time.

Apart from the interesting features that the Quizlet application has, this media can not only be used to learn English, but we can also use other learning materials such as learning mathematics, Arabic, biology, and many other learning materials that we can access using the Quizlet application according to our needs. However, most of them function as a system for learning language. In addition, this media also allows students to study independently because they can access these learning resources anywhere and anytime. So that teaching and learning activities are no longer routine activities that can only be carried out with teachers at school.

The influence of the use of media such as Quizlet on students' cognitive understanding is in line with Edgar Dale's cone of experience theory. According to Dale in (Sanjaya, 2008), learning is not just memorizing and remembering, but is an experienced process in which students are actively encouraged to carry out activities that can stimulate the mentality and intelligence of students in developing.27 This is in line with the nature of learning English which is carried out for Class VIII students of SMPN 1 Lanrisang, who should not only be given rote text or text and then translate it, but there needs to be an understanding and explanation of what will be taught.

In line with the statement (Prasetya et al., 2019) he stated, students are expected not only to memorize or remember the material that has been given or that was presented to the teacher, besides that students are certainly expected to be able to fully master and understand the material obtained. In this way students will have a stronger conceptual understanding of related material.[28]

---

[27]Sanjaya, *"Perencanaan dan Desain Sistem Pembelajaran"*, Kencana, 2008.
[28] Prasetya S.P., Segara N. B., & Khotimah K, *"Pengembangan Blanded Learning dengan Model Rotasi pada Mahasiswa calon Guru Development of Blanded with Rotation Model for Prospective Teacher Students"*, 2019.

Utilization of learning tools or media is an alternative that can be used to improve cognitive, affective, and psychomotor understanding in students. According to Jerome Brunner in (Sutarto, 2017) cognitive development (knowledge is divided into three, namely: 1) the pre-operational phase or the enactive stage, 2) the concrete operational phase or the iconic stage, and the 3rd) the formal operational phase or the symbolic stage. And the use of media in learning like Quizlet is one proof or example of the enactive and symbolic stages of the learning process.[29]

As the results of the analysis of the data above, using aids or media in learning processes such as Quizlet is also indirectly proven to increase students' cognitive understanding. Given that in learning, learning is not only centered on the teacher, therefore we need a tool or media that can encourage students to be more interactive in teaching and learning activities and understand far more about related material and have basic knowledge to be further developed.

This is the same as according to (Prasetya, 2013) who says that learning methods using conventional methods will make the teacher the center of learning and knowledge, so that this makes students unable to develop their thinking patterns.[30]

How can this Quizlet application improve students' vocabulary mastery in the experimental class, it is very clear in the explanation above. The use of media during the learning process will be more active and encourage students more because learning application media is used to stimulate students' thoughts, attention, feelings, abilities or skills to encourage a more efficient learning process. Because Quizlet is a new medium in the world of education, it can provide new knowledge and innovation to students and even teachers in teaching.

---

[29]Sutarto, *"Teori Kognitif dan Implikasinya dalam Pembelajaran"* , Islam Counseling: Jurnal Bimbingan dan Konseling Islam, 2017.

[30]Prasetya, *"Pengaruh E-Learning dan Motivasi Belajar terhadap Hasil belajar Mahasiswa"*, Jurnal Geografi, 2013.

From the results of experience during the research process the vocabulary of students at SMPN 1 Lanrisang was very minimal, even when I delivered the material that I was going to teach, namely vocabulary, there was one student who asked and said, "what is vocab sis" then I answered the meaning of vocab . They still don't understand the meaning of vocab, maybe because during the learning process they only always focus on translating a few words in the textbooks distributed by the teachers, from the results of my questions and answers to them.

There were even some students who explained that learning English was very difficult to understand and very boring, that was because the methods used in the teaching and learning process still used conventional methods without accessing more interesting learning features to make students more motivated in learning, especially in learning English sometimes the writing and pronunciation are very different.

Now during the learning process that She did in class VIII.I which was an experimental class using learning media, namely the Quizlet application, it can be seen that the students were very enthusiastic about learning especially by using technology such as cellphones. They are more motivated and the class is more active during the learning process. Especially when using the Match feature. They really enjoyed and very very enthusiastic. In fact, they always ask for new questions to be studied again.

Because apart from being interesting, this media really helps students' understanding of listening, writing, and even pronunciation. Because of this media we can also listen to the pronunciation or audio on the lessons or vocabulary that has been provided.

So, the research data has been carried out based on the procedure. Based on the results of the research and discussion above, there is a significant use of the application of Quizlet on students' vocabulary mastery, because the results show that the hypothesis Ha is accepted and H0 is rejected.

Based on the description above, the researcher concluded that the use of the Quizlet application had a significant difference in students' ability to learn vocabulary, especially for students of SMPN 1 Lanrisang.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of data analysis and discussion, the researchers concluded that the use of the Quizlet application is effective for vocabulary mastery, because the scores of students who were taught using the Quizlet application were higher than students who were taught using conventional methods in class VIII students at SMPN 1 Lanrisang. From the calculation of the t-test, it is known that the calculated t value is greater than the t-table. Hence the t-count value-4.232 and t-table 0.110 (t-count > t-table , -4.232 >0.110). It means Ha is accepted and H0 is rejected. Based on this, there is a significant effect of the Quizlet application on students' vocabulary mastery.

B. Suggestion

Based on the conclusion above, the researcher provides several recommendations as follows:

1. The head of SMPN 1 Lanrisang is advised to provide directions to English teachers about strategies for teaching English using the quizlet application. Although using conventional methods is also effective, if using a new method in learning English, students will be more fun and enthusiastic in learning.

2. English teacher is advised to use new innovations such as the quizlet application in the learning and teaching process to influence students' vocabulary mastery. English teacher can evaluate students, to find out how deep the students understand the material in each meeting.

3. Students can develop each new vocabulary in the concept because the quizlet application is easy to understand and each student will be more active and enthusiastic in learning.

4. Other researcher who are also interested in conducting research related to this research should also try to apply the quizlet application to students from different levels through different genres. This is to prove the effectiveness of vocabulary mastery from the quizlet application for students. And finally, the researcher views that this research can be a reference for future researchers who also have the same topic as this research.
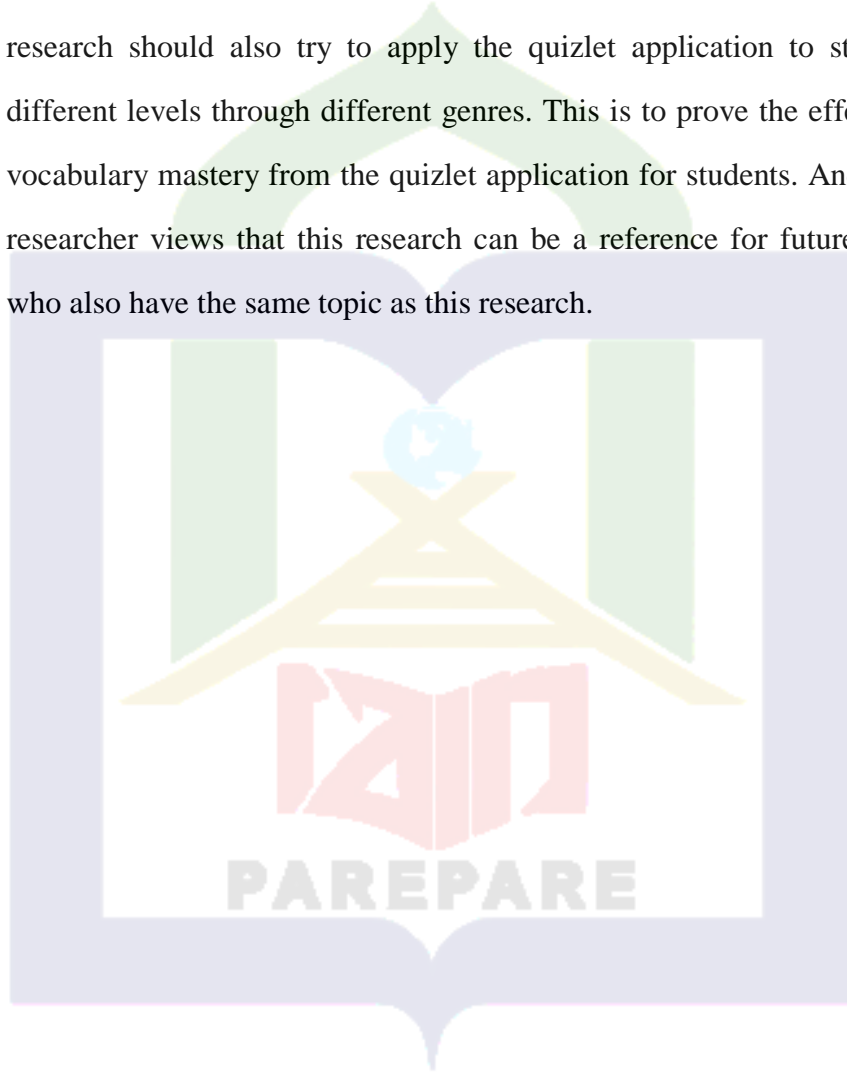
BIBLIOGRAPHY

Al-Qur'an Al-Karim

Abdel, A., & Ahmed, J. "The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills." *International Journal of Humanities Social Sciencesand Education* 4, no. 8 (2017).

Alqahtani, M. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* Vol III No (2015): 26.

Avisteva, R., & Halimi, S. "The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students." *Education and Humanities Research* 593 (2020): 254.

Cameron, L. *Teaching Languages to Young Learners*. Cambridge: Cambridge university press, 2001.

Dine, I., and Triastuti, A. *The Use Of Quizlet As An Online Tool ToImprove Vocabulary Mastery*. Yogyakarta: Yogyakarta State University, 2018.

Foster, H. "Building Learner-Generated Vocabulary Logs with Quizlet." In *The Language Teacher*, 2009, n.d.

Harmer, J. *The Practice of Nglish Languag Teaching*, 2001.

Hatch, E., & Brown, C. *Vocabulary, Semantics, and Language Education*. New York: Cambridge university press, 1995.

I.S.P.Nation. *Learning Vocabulary in Another Language*. Cambridge university press, 2001.

Jack, C. R., *Pengembangan Kurikulum Dalam Bahasa Pengajaran*. Inggris: Cambridge university press, 2002.

Kalecky, R. *Quizlet vs. Vocabulary Notebook: The Impach of Different Methods of Storing and Revising Vocabulary on Students' Progress Retention and Autonomy*, 2016.

Krashen, S. D., & Terrel, T. D. *The Natural Approach :LanguageAcquisition in the Classroom*. Oxford: Pergamon Press, 1983.

Krashen, S,. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press, 1981.

Okkan, A., & Aydin, S. "The Effects of the Use of Quizlet on Vocabulary Learning Motivation." *Language and Technology* Vol.2 (1) (2020).

Rahma, S., & Dewi, S. "The Effect of Using Quizlet Toward Student's Vocabulary Mastery." *Ournal of English Language Teaching Learning and Literature* 5 (1)

(2022): 33.

Setiawan, M., & Wiedarti, P. "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary." *Studies in English Language and Education* 7(1) (2020): 83–95.

Srivener. *The Teacher Development Series: Learning Teaching a Guide Book for English Language Teachers*. Oxford: Heinemann Publisher, 1994.

Syaukani. *Metode Penelitian: Pedoman Praktis Penelitian Dalam Bidang Pendidikan*. Medan: Perdana Publishing, 2015.

Webb, S. *Receptive And Productive Vocabulary Sizes Of L2 Learners*, 2008.

Yu, L. *Vocabulary Recognition and Memorization: A Comparison of Two Methods*. Spring: Kristianstad University, 2011.

Zubair, Muhammad Kamal , et al. *Penulisan Karya Ilmiah IAIN Parepare*. Parepare: IAIN Parepare Nusantara Press., 2020.

APPENDICES

Appendix 1.

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Nama Mahasiswa : Hartati

Reg Num : 18.1300.004

Faculty/Program : Tarbiyah/Pendidikan Bahasa Inggris

Thesis : The Use of Quizlet to Improve the Student's Vocabulary Mastery at the Eight Grade Student's of SMPN 1 LANRISANG Kab. Pinrang

Instrument : Pre-Test and Post-Test

Parepare, 18 Januari 2023

Mengetahui,

Pembimbing Utama

Dr. Zulfah, M. Pd.
NIP.198304202008012010

Pembimbing Pendamping

Drs. Ismail Latief, M.M
NIP. 19631207 198703 1 003

IV

Appendix 2.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 1 LANRISANG

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Genap

Materi Pokok   : Willingness and Unwillingness

Alokasi Waktu   : 6 x 40 Menit (3 Pertemuan)

A.   Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalamjangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Mengidentifikasi unsur struktur teks, kebahasaan, dan fungsi sosial	3.2.1 Menyebutkan cara menanyakan kemampuan dan kemauan melakukan

V

teks interaksi interpersonal lisan dan tulis sesuai dengan konteks penggunaannya.	suatu tindakan dalam Bahasa Ingris sesuai dengan konteks. 3.2.2 Menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dansederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemauan dan tidak kemauan,melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.	4.2.1 Membuat pertanyaan mengenai kemauan dan tidak kemauan melakukan suatu tindakan yang akan ditanyakan.

C. Tujuan Pembelajaran
- Siswa mampu menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Ingris sesuai dengan konteks.
- Siswa mampu menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
- Siswa mampu membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

D. Materi Pembelajaran
1. Materi Pokok   : Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta responnya.

VI

2. Fungsi Sosial   : Menjaga hubungan interpersonal dengan guru dan teman.

3. Unsur Kebahasaan   : Kosa kata: kata benda dan kata kerja sederhana.

E. Metode Pembelajaran

- Pendekatan   : Scientific approach
- Metode   : Discussion method

F. Media, Alat dan Sumber Belajar

1. Media   : Worksheet (lembar kerja siswa), Quizlet application

2. Alat/Bahan   : Spidol, papan tulis dan laptop/android

3. Sumber Belajar   : Buku K13 Mata Pelajaran Bahasa Inggris Kelas VIII (guru dan siswa), kamus bahasa inggris, internet.

G. Langkah-Langkah Pembelajaran

1) Pertemuan Pertama (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
1. Guru mengucap salam dan menyapa siswa.
2. Guru dan siswa memulai pembelajaran dengan berdoa.
3. Guru mengecek kehadiran siswa.
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
Kegiatan Inti (60 Menit)
1. Guru memperlihatkan gambar dan beberapa kosakata benda Bahasa Inggris dan artinya.
2. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar dan kosakata tersebut.
3. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut.
4. Guru memperlihatkan beberapa kosakata benda yang ada di aplikasi Quizlet.
5. Guru mengajak siswa untuk menerjemahkan beberapa kata di aplikasi

VII

Quizlet.

6. Guru membagi siswa ke dalam beberapa kelompok.

7. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di aplikasi Quizlet.

Kegiatan Penutup (10 Menit)

1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan.

2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawabdan Kerjasama pada setiap pribadipeserta didik

3. Guru menyampaikan garis besar pertemuan berikutnya.

4. Guru menyampaikan salam penutup.

2) Pertemuan Kedua (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Guru mengucap salam dan menyapa siswa.

2. Guru dan siswa memulai pembelajaran dengan berdoa.

3. Guru mengecek kehadiran siswa.

4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

Kegiatan Inti (60 Menit)

1. Siswa mendengarkan intruksi yang diberikan guru.

2. Guru memperlihatkan gambar dan beberapa kosakata kerja Bahasa Inggris dan artinya.

3. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar dan kosakata tersebut.

4. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut.

5. Guru meminta siswa untuk mengulang kembali apa yang ditampilkan dari

VIII

aplikasi Quizlet tersebut.

6. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata kerja di aplikasi Quizlet tersebut.

7. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.

8. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di aplikasi Quizlet.

9. Siswa secara bergantian di depan kelas menyebutkan jawaban mereka.

Kegiatan Penutup (10 Menit)

1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan.

2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawabdan Kerjasama pada setiap pribadipeserta didik

3. Guru menyampaikan garis besar pertemuan berikutnya.

4. Guru menyampaikan salam penutup.

3.) Pertemuan Ketiga (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Guru mengucap salam dan menyapa siswa.

2. Guru dan siswa memulai pembelajaran dengan berdoa.

3. Guru mengecek kehadiran siswa.

4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

Kegiatan Inti (60 Menit)

1. Siswa mendengarkan intruksi yang diberikan guru.

2. Guru memperlihatkan gambar dan beberapa kosakata kerja Bahasa Inggris dan artinya.

3. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar dan kosakata tersebut.

4. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi

tersebut.
5. Guru meminta siswa untuk mengulang kembali apa yang ditampilkan dari aplikasi Quizlet tersebut.
6. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata kerja di aplikasi Quizlet tersebut.
7. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.
8. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di aplikasi Quizlet.
9. Siswa secara bergantian di depan kelas menyebutkan jawaban mereka.
Kegiatan Penutup (10 Menit)
1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan.
2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawabdan Kerjasama pada setiap pribadipeserta didik
3. Guru menyampaikan garis besar pertemuan berikutnya.
4. Guru menyampaikan salam penutup.

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian   : Test (Pre-test dan Post-test)

Bentuk Test   : Multiple Choice

2. Rubrik Penilaian

$$S = \frac{R}{N} \times 100$$

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal

X

Appendix 3

<p align="center">RENCANA PELAKSANAAN PEMBELAJARAN</p>

<p align="center">(RPP)</p>

Sekolah   : SMPN 1 LANRISANG

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Genap

Materi Pokok   : Willingness and Unwillingness

Alokasi Waktu   : 6 x 40 Menit (3 Pertemuan)

I. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.

6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalamjangkauan pergaulan dan keberadaannya.

7. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

8. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Mengidentifikasi unsur struktur teks, kebahasaan, dan fungsi sosial	3.2.1 Menyebutkan cara menanyakan kemampuan dan kemauan melakukan

<p align="center">XI</p>

teks interaksi interpersonal lisan dan tulis sesuai dengan konteks penggunaannya.	suatu tindakan dalam Bahasa Ingris sesuai dengan konteks. 3.2.2 Menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dansederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemauan dan tidak kemauan,melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.	4.2.1 Membuat pertanyaan mengenai kemauan dan tidak kemauan melakukan suatu tindakan yang akan ditanyakan.

K. Tujuan Pembelajaran

- Siswa mampu menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Ingris sesuai dengan konteks.
- Siswa mampu menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
- Siswa mampu membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

L. Materi Pembelajaran

4. Materi Pokok   : Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta responnya.

5. Fungsi Sosial : Menjaga hubungan interpersonal dengan guru dan teman.

6. Unsur Kebahasaan : Kosa kata: kata benda dan kata kerja sederhana.

M. Metode Pembelajaran

- Pendekatan : Scientific approach
- Metode : Discussion method

N. Media, Alat dan Sumber Belajar

4. Media : Worksheet (lembar kerja siswa)

5. Alat/Bahan : Spidol, papan tulis dan laptop/android

6. Sumber Belajar : Buku K13 Mata Pelajaran Bahasa Inggris Kelas VIII (guru dan siswa), kamus bahasa inggris, internet.

O. Langkah-Langkah Pembelajaran

3) Pertemuan Pertama (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
5. Guru mengucap salam dan menyapa siswa.
6. Guru dan siswa memulai pembelajaran dengan berdoa.
7. Guru mengecek kehadiran siswa.
8. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
Kegiatan Inti (60 Menit)
8. Guru memberikan beberapa kosakata benda Bahasa Inggris dan artinya.
9. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari kosakata tersebut.
10. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut.
11. Guru memperlihatkan beberapa kosakata benda yang ada disekitar.
12. Guru mengajak siswa untuk menerjemahkan beberapa kosakata yang ada disekitar.

13. Guru membagi siswa ke dalam beberapa kelompok.
14. Guru mengajak siswa untuk menyelesaikan susunan kata yang diberikan.

Kegiatan Penutup (10 Menit)
1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan.   2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawab dan kerjasama pada setiap pribadi peserta didik.   3. Guru menyampaikan garis besar pertemuan berikutnya.   4. Guru menyampaikan salam penutup.

4) Pertemuan Kedua (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
5. Guru mengucap salam dan menyapa siswa.   6. Guru dan siswa memulai pembelajaran dengan berdoa.   7. Guru mengecek kehadiran siswa.   8. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

Kegiatan Inti (60 Menit)
10. Siswa mendengarkan intruksi yang diberikan guru.   11. Guru memperlihatkan gambar dan beberapa kosakata kerja Bahasa Inggris dan artinya.   12. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar dan kosakata tersebut.   13. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut.   14. Guru meminta siswa untuk mengulang kembali kosakata apa yang telah didapatkan.   15. Guru mengajak siswa untuk menerjemahkan beberapa kata yang

berhubungan dengan kata kerja sehari-hari.

16. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.

17. Guru mengajak siswa untuk menyelesaikan susunan kata yang telah diberikan secara bergantian di depan kelas dan menyebutkan jawaban mereka.

Kegiatan Penutup (10 Menit)
1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan. 2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawabdan Kerjasama pada setiap pribadipeserta didik 3. Guru menyampaikan garis besar pertemuan berikutnya. 4. Guru menyampaikan salam penutup.

4.) Pertemuan Ketiga (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
5. Guru mengucap salam dan menyapa siswa. 6. Guru dan siswa memulai pembelajaran dengan berdoa. 7. Guru mengecek kehadiran siswa. 8. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

Kegiatan Inti (60 Menit)
10. Siswa mendengarkan intruksi yang diberikan guru. 11. Guru memperlihatkan beberapa kosakata kerja Bahasa Inggris dan artinya. 12. Dengan bimbingan dan arahan dari guru, siswa mengidentifikasi arti dan spelling yang benar dari kosakata tersebut. 13. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut. 14. Guru meminta siswa untuk mengulang kembali apa yang ditampilkan dari susunan kata dipapan.

15. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata kerja.
16. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.
17. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada telah diberikan.
18. Siswa secara bergantian di depan kelas menyebutkan jawaban mereka.
Kegiatan Penutup (10 Menit)
1.Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi dan pembelajaran yang telah dilakukan.
2. Peserta didik diberi pesan moral. dengan penguatan pada penekanan tanggung jawabdan Kerjasama pada setiap pribadipeserta didik
3. Guru menyampaikan garis besar pertemuan berikutnya.
4. Guru menyampaikan salam penutup.

P. Penilaian

   3. Penilaian Pengetahuan

      Teknik Penilaian   : Test (Pre-test dan Post-test)

      Bentuk Test   : Multiple Choice

   4. Rubrik Penilaian

$$S = \frac{R}{N} \times 100$$

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal

Appendix 4

<div align="center">PRE-TEST</div>

Name:

Class :

I.   Choose the correct answer below!

1. What is the English for "Kaos Kaki"
    a. Shoes
    b. Shirt
    c. Socks
    d. Shock
2. My mother use the knife to ..... the vegetable
    a. Cut
    b. Fry
    c. Steam
    d. Eat
3. The dog eats bread
    a. Anjing itu makan roti
    b. Anjing-anjing itu makan roti
    c. Anjing itu makan beberapa roti
    d. Anjing-anjing itu makan beberapa roti
4. Where are my hat
    a. Dimana kacamataku
    b. Dimana topiku
    c. Dimana gelasku
    d. Dimana cangkirku
5. What is the English of "Awan"
    a. Rain
    b. Cold
    c. Cloud
    d. Sky
6. Tisu itu sangat lembut

    How do you say " Lembut" in English
    a. Quiet
    b. Hard

<div align="center">XVII</div>

c. Soft

d. Loud

7. My mother work in restaurant, so my mother is .....

    a. Chef

    b. Nurse

    c. Teacher

    d. Farmer

8. The monkey eat .....

    a. Manggo

    b. Banana

    c. Potato

    d. Spinach

9. I need ..... to drink

    a. Plate

    b. Bowl

    c. Spoon

    d. Glass

10. We bring a book by using .....

    a. Nose

    b. Tooth

    c. Hand

    d. Foot

11. What picture is this

    a. Stomach

    b. Foot

    c. Chest

    d. Neck

12. We need an ..... when it rains.

    a. Jacket

    b. Tree

    c. Umbrella

    d. Hat

13. What is the meaning of ''Refrigerator''?

    a. Lemari

    b. Penggorengan

    c. Lemari es

d. Cermin

14. What the meaning of "shirt, trafficlight, sky"

    a. Celana, sikat gigi, lemari

    b. Kulkas, baju, dinding

    c. Lampu lalu lintas, awan, baju

    d. Baju, lampu lalu lintas, langit

15. Dia(Perempuan) menyapu lantai

    a. He sweeps the floor

    b. Children clean the floor

    c. He washes the floor

    d. She sweeps the floor

II. Underlined the correct answer based on the words below

1. My mother .... every morning in the kitchen

   (plays, cooks, buys, listens)

2. My uncle is a teacher, he works at ....

   (hospital, school, restaurant, office)

3. You can find a .... in your bathroom

   (plates, knives, tooth brushes, televisions)

4. The sky is blue and the cloud is ....

   (red, pink, white, black)

5. You can wear .... if cut fish.

   (jacket, knife, plate, shirt)

    KEY ANSWER

I.

    1. C

    2. A

    3. A

4. B
5. C
6. C
7. A
8. B
9. D
10. C
11. A
12. C
13. C
14. D
15. D

II.
1. Cooks
2. School
3. Tooth brushes
4. White
5. Knife

Name : ~~IFFAN MAHEDRAH~~ IRFAN MAHENDRA

Class : ~~VIII-1~~ ~~VIII~~ VI (8.1)

I. Choose the correct answer below!

1. What is the English for "Kaos Kaki"
   - ~~a.~~ Shoes
   - b. Shirt
   - c. Socks
   - d. Shock

   X

   Benar : 14

   Salah : 6

   70

2. My mother use the knife to ..... the vegetable
   - (a.) Cut
   - b. Fry
   - c. Steam ✓
   - d. Eat

3. The dog eats bread
   - (a.) Anjing itu makan roti ✓
   - b. Anjing-anjing itu makan roti
   - c. Anjing itu makan beberapa roti
   - d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   - a. Dimana kacamataku
   - (b.) Dimana topiku ✓
   - c. Dimana gelasku
   - d. Dimana cangkirku

5. What is the English of "Awan"
   - a. Rain
   - b. Cold
   - (c.) Cloud ✓
   - d. Sky

6. Tisu itu sangat lembut

   How do you say " Lembut" in English

a. Quiet

b. Hard

c. Soft ✓

d. Loud

7. My mother work in restaurant, so my mother is .....

a. Chef

b. Nurse

c. Teacher ✓

d. Farmer

8. The monkey eat .....

a. Manggo

b. Banana

c. Potato ✓

d. Spinach

9. I need ..... to drink

a. Plate

b. Bowl

c. Spoon ✓

d. Glass

10. We bring a book by using .....

a. Nose

b. Tooth

c. Hand ✗

d. Foot

11. What picture is this

a. Stomach

b. Foot ✗

c. Chest

d. Neck

XXII

12. We need an ..... when it rains.

    (a) Jacket

    b. Tree

    c. Umbrella   ✗

    d. Hat

13. What is the meaning of "Refrigerator"?

    a. Lemari

    (b.) Penggorengan   ✗

    c. Lemari es

    d. Cermin

14. What the meaning of "shirt, trafficlight, sky"

    a. Celana, sikat gigi, lemari

    b. Kulkas, baju, dinding

    c. Lampu lalu lintas, awan, baju   ✓

    (d.) Baju, lampu lalu lintas, langit

15. Dia(Perempuan) menyapu lantai

    a. He sweeps the floor

    (b.) Children clean the floor   ✗

    c. He washes the floor

    d. She sweeps the floor

II. Underlined the correct answer based on the words below

1. My mother .... every morning in the kitchen

    (plays, cooks, buys, listens)   ✓

2. My uncle is a teacher, he works at ....

    (hospital, school, restaurant, office)   ✓

3. You can find a .... in your bathroom

    (plates, knives, tooth brushes, televisions)   ✓

4. The sky is blue and the cloud is ....

    (red, pink, white, black)   ✓

5. You can wear .... if cut fish.

    (jacket, knife, plate, shirt)   ✓

PRE-TEST

Name   : Riski aditya

Class   : VIII.1 (81)

Benar : 13

Salah : 7

65

I. Choose the correct answer below!

1. What is the English for "Kaos Kaki"

   a. Shoes
   b. Shirt
   c. Socks ✓
   d. Shock

2. My mother use the knife to ..... the vegetable

   a. Cut ✓
   b. Fry
   c. Steam
   d. Eat

3. The dog eats bread

   a. Anjing itu makan roti ✓
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat

   a. Dimana kacamataku
   b. Dimana topiku ✓
   c. Dimana gelasku
   d. Dimana cangkirku

5. What is the English of "Awan"

   a. Rain
   b. Cold ✗
   c. Cloud
   d. Sky

6. Tisu itu sangat lembut

   How do you say " Lembut" in English

XXIV

a. Quiet

b. Hard

~~c.~~ Soft ✓

d. Loud

7. My mother work in restaurant, so my mother is .....

   ~~a.~~ Chef

   b. Nurse

   c. Teacher ✓

   d. Farmer

8. The monkey eat .....

   a. Manggo

   ~~b.~~ Banana ✓

   c. Potato

   d. Spinach

9. I need ..... to drink

   a. Plate

   b. Bowl

   c. Spoon ✓

   ~~d.~~ Glass

10. We bring a book by using .....

    ~~a.~~ Nose

    b. Tooth

    c. Hand ✗

    d. Foot

11. What picture is this

    ~~a.~~ Stomach ✓

    b. Foot

    c. Chest

    d. Neck

XXV

12. We need an ..... when it rains.

    a. Jacket

    b. Tree

    c. Umbrella ✗

    d. Hat

13. What is the meaning of "Refrigerator"?

    a. Lemari

    b. Penggorengan

    c. Lemari es ✓

    d. Cermin

14. What the meaning of "shirt, trafficlight, sky"

    a. Celana, sikat gigi, lemari

    b. Kulkas, baju, dinding ✗

    c. Lampu lalu lintas, awan, baju

    d. Baju, lampu lalu lintas, langit

15. Dia(Perempuan) menyapu lantai

    a. He sweeps the floor

    b. Children clean the floor ✗

    c. He washes the floor

    d. She sweeps the floor

II. Underlined the correct answer based on the words below

  1. My mother .... every morning in the kitchen

    (plays, cooks, buys, listens) ✓

  2. My uncle is a teacher, he works at ....

    (hospital, school, restaurant, office) ✓

  3. You can find a .... in your bathroom

    (plates, knives, tooth brushes, televisions) ✓

  4. The sky is blue and the cloud is ....

    (red, pink, white, black) ✗

  5. You can wear .... if cut fish.

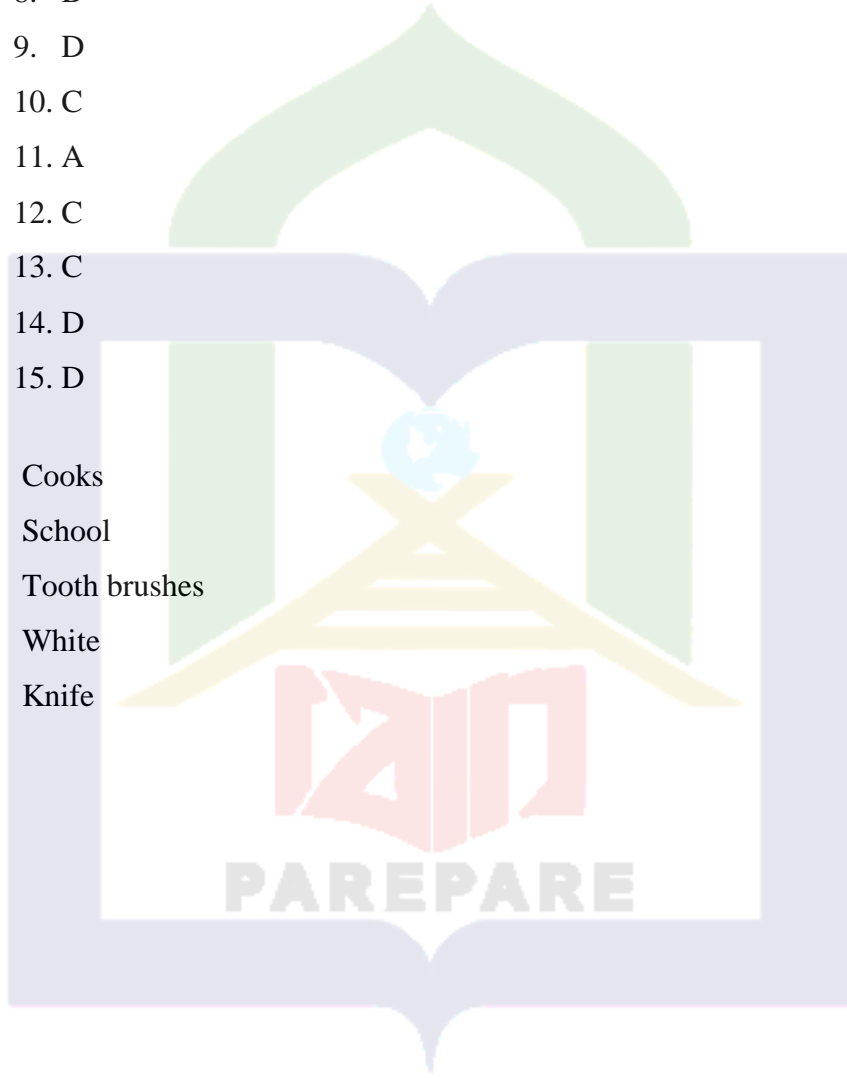   (jacket, knife, plate, shirt) ✗

PRE-TEST

Name   : Nurul azakhiyah sirmas

Class   : VIII.2

I. Choose the correct answer below!

1. What is the English for "Kaos Kaki"

    (a.) Shoes

    b. Shirt

    c. Socks

    d. Shock

2. My mother use the knife to ..... the vegetable

    (a.) Cut

    b. Fry

    c. Steam

    d. Eat

3. The dog eats bread

    (a.) Anjing itu makan roti

    b. Anjing-anjing itu makan roti

    c. Anjing itu makan beberapa roti

    d. Anjing-anjing itu makan beberapa roti

4. Where are my hat

    (a.) Dimana kacamataku

    b. Dimana topiku

    c. Dimana gelasku

    d. Dimana cangkirku

5. What is the English of "Awan"

    a. Rain

    b. Cold

    (c.) Cloud

    d. Sky

6. Tisu itu sangat lembut

    How do you say " Lembut" in English

XXVII

a. Quiet

b. Hard

c. Soft ✓

d. Loud

7. My mother work in restaurant, so my mother is .....

   a. Chef

   b. Nurse

   c. Teacher ✓

   d. Farmer

8. The monkey eat .....

   a. Manggo

   b. Banana ✓

   c. Potato

   d. Spinach

9. I need ..... to drink

   a. Plate

   b. Bowl

   c. Spoon ✓

   d. Glass

10. We bring a book by using .....

    a. Nose

    b. Tooth

    c. Hand ✓

    d. Foot

11. What picture is this

    a. Stomach ✓

    b. Foot

    c. Chest

    d. Neck

12. We need an ..... when it rains.

    a. Jacket

    b. Tree

    (c.) Umbrella ✓

    d. Hat

13. What is the meaning of "Refrigerator"?

    a. Lemari

    (b.) Penggorengan ✗

    c. Lemari es

    d. Cermin

14. What the meaning of "shirt, trafficlight, sky"

    a. Celana, sikat gigi, lemari

    b. Kulkas, baju, dinding

    c. Lampu lalu lintas, awan, baju ✓

    (d.) Baju, lampu lalu lintas, langit

15. Dia(Perempuan) menyapu lantai

    a. He sweeps the floor

    b. Children clean the floor

    c. He washes the floor ✓

    (d) She sweeps the floor

II. Underlined the correct answer based on the words below

    1. My mother .... every morning in the kitchen

       (plays, cooks, buys, listens) ✓

    2. My uncle is a teacher, he works at ....

       (hospital, school, restaurant, office) ✓

    3. You can find a .... in your bathroom

       (plates, knives, tooth brushes, televisions) ✓

    4. The sky is blue and the cloud is ....

       (red, pink, white, black) ✓

    5. You can wear .... if cut fish.

       (jacket, knife, plate, shirt) ✓

PRE-TEST

Name   : Muh Rehan

Class   : VIII.2

Benar : 14
Salah : 6

70

I. Choose the correct answer below!

1. What is the English for "Kaos Kaki"
   a. Shoes
   b. Shirt
   ~~c.~~ Socks
   d. Shock

2. My mother use the knife to ..... the vegetable
   ~~a.~~ Cut
   b. Fry
   c. Steam
   d. Eat

3. The dog eats bread
   ~~a.~~ Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   a. Dimana kacamataku
   ~~b.~~ Dimana topiku
   c. Dimana gelasku
   d. Dimana cangkirku

5. What is the English of "Awan"
   a. Rain
   b. Cold
   ~~c.~~ Cloud
   d. Sky

6. Tisu itu sangat lembut
   How do you say " Lembut" in English

XXX

a. Quiet

b. Hard

~~c.~~ Soft

d. Loud

7. My mother work in restaurant, so my mother is .....

~~a.~~ Chef

b. Nurse

c. Teacher

d. Farmer

8. The monkey eat .....

a. Manggo

~~b.~~ Banana

c. Potato

d. Spinach

9. I need ..... to drink

a. Plate

b. Bowl

c. Spoon

~~d.~~ Glass

10. We bring a book by using .....

a. Nose

b. Tooth

~~c.~~ Hand

d. Foot

11. What picture is this

~~a.~~ Stomach

b. Foot

c. Chest

d. Neck

XXXI

12. We need an ..... when it rains.

   ~~a.~~ Jacket

   b. Tree

   c. Umbrella

   d. Hat

13. What is the meaning of "Refrigerator"?

   a. Lemari

   b. Penggorengan

   ~~c.~~ Lemari es

   d. Cermin

14. What the meaning of "shirt, trafficlight, sky"

   a. Celana, sikat gigi, lemari

   b. Kulkas, baju, dinding

   c. Lampu lalu lintas, awan, baju

   ~~d.~~ Baju, lampu lalu lintas, langit

15. Dia(Perempuan) menyapu lantai

   a. He sweeps the floor

   b. Children clean the floor

   ~~c.~~ He washes the floor

   d. She sweeps the floor

II. Underlined the correct answer based on the words below

   1. My mother .... every morning in the kitchen

     (plays, <u>cooks</u>, buys, listens)

   2. My uncle is a teacher, he works at ....

     (hospital, <u>school</u>, restaurant, office)

   3. You can find a .... in your bathroom

     (plates, <u>knives</u>, tooth brushes, televisions)

   4. The sky is blue and the cloud is ....

     (red, pink, <u>white</u>, black)

   5. You can wear .... if cut fish.

     (jacket, <u>knife</u>, plate, shirt)

Appendix 5

POST-TEST

Name :

Class :

I.   Choose the correct answer below!

1. What is the English for "enak/lezat"?
    a. Decilious
    b. Delicius
    c. Delisius
    d. Delicious
2. My friends need a pen to..... on a book.
    a. Send
    b. Play
    c. Write
    d. Read
3. The boy wants a bread
    a. Laki-laki itu ingin makan roti
    b. Anak laki-laki itu ingin makan roti
    c. Anak laki-laki itu ingin roti
    d. Laki-laki itu ingin roti
4. What picture is this?

    a. Finger
    b. Hand
    c. Head
    d. Toes
5.   What is the meaning of "fisherman"?
    a. Supir
    b. Nelayan
    c. Pelayan
    d. Koki
6.   I am a wild animal, and I am called the king of the jungle. Who am I?
    a. Gorilla

XXXIII

b. Wolf

c. Lion

d. Scorpion

7. The English of "Pasar"?

   a. Bank

   b. Hospital

   c. Market

   d. Home

8. What picture is this?

   a. Hand

   b. Hair

   c. Neck

   d. Foot

9. N – E – A – H – C – G

   a. Change

   b. Cnhage

   c. Cahnge

   d. Chenga

10. I have a job delivering mail, what is my job?

    a. Businessman

    b. Waiter

    c. Delivery items

    d. Postman

11. Cemilan, Gambar, Makanan, Pakaian

    a. Snacks, Picture, Food, Clothes

    b. Picture, Food, Snacks, Clothes

    c. Snacks, Food, Shirt, Picture

    d. Food, Picture, Snacks, Clothes

12. I need ..... to eat the soup.

    a. Glass

    b. Spoon

    c. Water

    d. Scissors

13. We should.....English in English Class.

    a. Invite

    b. Think

c. Look

d. Speak

14. What happened to Dani's Body?

a. Small

b. Angry

c. Fat

d. Tall

15. The meaning of Sibling.....?

a. Kakek

b. Ibu mertua

c. Ayah

d. Saudara kandung

1   Translate the sentence into Bahasa Indonesia

1. Summer is over ....

| Dingin | Berakhir | Musim | Telah | Dengan |

| Hitam | Panas | Gugur |

2. The girl drinks tea

| Anak | Minum | Makan | Itu |

| Laki-Laki | Susu | Perempuan | Teh |

3.   Mention 5 of the name of things around you

4.   Mention 5 of the name of part of body as you know

5.   Mention 5 objects in your classroom

XXXV

KEY ANSWER

1.

     1. D
     2. C
     3. B
     4. A
     5. B
     6. C
     7. C
     8. B
     9. A
     10. D
     11. A
     12. B
     13. D
     14. C
     15. D

2.   1. Musim panas telah berakhir
      2. Perempuan itu minum teh
      3. Tree, Field, Canteen, Rock, Seller.
      4. Hand, Head, Eye, Nose, Finger.
      5. Chair, Table, Broom, Pen, Book.

XXXVI

POST-TEST

Benar : 18
Salah : 2

90

Name : IRFAN MAHENDRA

Class : VIII.1 / 8.1

I.   Choose the correct answer below!

1. What is the English for "enak/lezat"?
    a. Decilious
    b. Delicius
    c. Delisius
    d. Delicious ✓

2. My friends need a pen to..... on a book.
    a. Send
    b. Play
    c. Write ✓
    d. Read

3. The boy wants a bread
    a. Laki-laki itu ingin makan roti
    b. Anak laki-laki itu ingin makan roti
    c. Anak laki-laki itu ingin roti ✗
    d. Laki-laki itu ingin roti

4. What picture is this?

    a. Finger
    b. Hand ✗
    c. Head
    d. Toes

5. What is the meaning of "fisherman"?
    a. Supir
    b. Nelayan ✓
    c. Pelayan
    d. Koki

6. I am a wild animal, and I am called the king of the jungle. Who am I?
    a. Gorilla
    b. Wolf
    c. Lion ✓
    d. Scorpion

XXXVII

7. The English of "Pasar"?
   a. Bank
   b. Hospital
   c. Market ✓
   d. Home

8. What picture is this?

   a. Hand
   b. Hair ✓
   c. Neck
   d. Foot

9. N – E – A – H – C – G
   a. Change
   b. Cnhage ✓
   c. Cahnge
   d. Chenga

10. I have a job delivering mail, what is my job?
    a. Businessman
    b. Waiter
    c. Delivery items ✓
    d. Postman

11. Cemilan, Gambar, Makanan, Pakaian
    a. Snacks, Picture, Food, Clothes
    b. Picture, Food, Snacks, Clothes ✓
    c. Snacks, Food, Shirt, Picture
    d. Food, Picture, Snacks, Clothes

12. I need ..... to eat the soup.
    a. Glass
    b. Spoon ✓
    c. Water
    d. Scissors ✗

13. We should.....English in English Class.
    a. Invite
    b. Think
    c. Look ✓
    d. Speak

14. What happened to Dani's Body?

    a. Small
    b. Angry
    c. Fat
    d. Tall

15. The meaning of Sibling.....?
    a. Kakek
    b. Ibu mertua
    c. Ayah
    d. Saudara kandung

II.   Translate the sentence into Bahasa Indonesia
1. Summer is over ...*Musim Panas berakhir*

Dingin	Berakhir	Musim	Telah	Dengan

Hitam	Panas	Gugur

2. The girl drinks tea *Anak pr Itu minum Teh*

Anak	Minum	Makan	Itu

Laki-Laki	Susu	Perempuan	Teh

3. Mention 5 of the name of things around you *(Table, chair, Book, whiteboard, Pen)*
4. Mention 5 of the name of part of body as you know *(head, eye, nose, Foot, hand)*
5. Mention 5 objects in your classroom

XXXIX

Benar : 13
Salah : 7

65

POST-TEST

Name : RISKI ADITYA

Class : 81

I. Choose the correct answer below!

1. What is the English for "enak/lezat"?
   a. Decilious
   b. Delicius ✗
   c. Delisius
   d. Delicious

2. My friends need a pen to..... on a book.
   a. Send
   b. Play
   c. Write ✗
   d. Read

3. The boy wants a bread
   a. Laki-laki itu ingin makan roti
   b. Anak laki-laki itu ingin makan roti
   c. Anak laki-laki itu ingin roti ✗
   d. Laki-laki itu ingin roti

4. What picture is this?

   a. Finger
   b. Hand ✗
   c. Head
   d. Toes

5. What is the meaning of "fisherman"?
   a. Supir
   b. Nelayan
   c. Pelayan ✗
   d. Koki

6. I am a wild animal, and I am called the king of the jungle. Who am I?
   a. Gorilla
   b. Wolf
   c. Lion ✗
   d. Scorpion

XL

7. The English of "Pasar"?
   a. Bank
   b. Hospital
   ~~c.~~ Market ✓
   d. Home

8. What picture is this?

   a. Hand ✓
   ~~b.~~ Hair
   c. Neck
   d. Foot

9. N – E – A – H – C – G
   ~~a.~~ Change
   b. Cnhage ✓
   c. Cahnge
   ~~d.~~ Chenga

10. I have a job delivering mail, what is my job?
    a ~~a.~~ Businessman
    b. Waiter
    c. Delivery items ✓
    ~~d.~~ Postman

11. Cemilan, Gambar, Makanan, Pakaian
    ~~a.~~ Snacks, Picture, Food, Clothes
    b. Picture, Food, Snacks, Clothes
    c. Snacks, Food, Shirt, Picture ✓
    d. Food, Picture, Snacks, Clothes

12. I need ..... to eat the soup.
    a. Glass
    ~~b.~~ Spoon ✓
    c. Water
    d. Scissors

13. We should.....English in English Class.
    a. Invite
    ~~b.~~ Think
    c. Look ✗
    d. Speak

14. What happened to Dani's Body?

   a. Small
   b. Angry
   ✗. Fat ✓
   d. Tall

15. The meaning of Sibling.....?
   ✗. Kakek ✗
   b. Ibu mertua
   c. Ayah
   d. Saudara kandung

II.   Translate the sentence into Bahasa Indonesia
   1. Summer is over .. Musin ~~panas~~ panas ?

Dingin	Berakhir	Musim	Telah	Dengan

Hitam	Panas	Gugur

   2. The girl drinks tea anah perempuan minum teh susu ?

Anak	Minum	Makan	Itu

Laki-Laki	Susu	Perempuan	Teh

3. Mention 5 of the name of things around you rock canteen field lipe ✓
4. Mention 5 of the name of part of body as you know ear boadu heat nose ✓
5. Mention 5 objects in your classroom booh pen thanel cair henpoh ✓

XLII

Benar : 17

Salah : 3

85

POST-TEST

Name : Nurul azakhiyah sirmas

Class : VIII·2

I.   Choose the correct answer below!

1. What is the English for "enak/lezat"?
    a. Decilious
    b. Delicius
    c. Delisius ✓
    d. Delicious

2. My friends need a pen to..... on a book.
    a. Send
    b. Play
    c. Write ✓
    d. Read

3. The boy wants a bread
    a. Laki-laki itu ingin makan roti
    b. Anak laki-laki itu ingin makan roti
    c. Anak laki-laki itu ingin roti ✓
    d. Laki-laki itu ingin roti

4. What picture is this?

    a. Finger
    b. Hand ✗
    c. Head
    d. Toes

5. What is the meaning of "fisherman"?
    a. Supir
    b. Nelayan ✓
    c. Pelayan
    d. Koki

6. I am a wild animal, and I am called the king of the jungle. Who am I?
    a. Gorilla
    b. Wolf
    c. Lion ✓
    d. Scorpion

XLIII

7. The English of "Pasar"?
   a. Bank
   b. Hospital
   (c.) Market ✓
   d. Home

8. What picture is this?

   a. Hand
   (b.) Hair ✓
   c. Neck
   d. Foot

9. N – E – A – H – C – G
   (a.) Change
   b. Cnhage
   c. Cahnge ✓
   d. Chenga

10. I have a job delivering mail, what is my job?
    a. Businessman
    b. Waiter
    (c.) Delivery items ✗
    d. Postman

11. Cemilan, Gambar, Makanan, Pakaian
    (a.) Snacks, Picture, Food, Clothes
    b. Picture, Food, Snacks, Clothes ✓
    c. Snacks, Food, Shirt, Picture
    d. Food, Picture, Snacks, Clothes

12. I need ..... to eat the soup.
    a. Glass
    (b.) Spoon
    c. Water ✓
    d. Scissors

13. We should.....English in English Class.
    a. Invite
    b. Think
    c. Look ✓
    (d.) Speak

14. What happened to Dani's Body?

    a. Small
    b. Angry
    ⓒ Fat ✓
    d. Tall

15. The meaning of Sibling.....?
    a. Kakek
    b. Ibu mertua
    c. Ayah ✓
    ⓓ Saudara kandung

II. Translate the sentence into Bahasa Indonesia
  1. Summer is over : Musim Panas telah Berakhir ✓

Dingin	Berakhir	Musim	Telah	Dengan

Hitam	Panas	Gugur

  2. The girl drinks tea : Anak Perempuan itu minum teh ✓

Anak	Minum	Makan	Itu

Laki-Laki	Susu	Perempuan	Teh

3. Mention 5 of the name of things around you : Dustbin, Fence, Flower, Flagpole, Faucet ?

4. Mention 5 of the name of part of body as you know : Face, Head, Forehead, Nose, Lips ✓

5. Mention 5 objects in your classroom : Chair, Table, Flag, curtain, Blackboard ✓

POST-TEST

Name : Muh Rehan

Class : VIII.2

1. Choose the correct answer below!

1. What is the English for "enak/lezat"?
    a. Decilious
    b. Delicius
    c. Delisius
    ~~d.~~ Delicious

2. My friends need a pen to..... on a book.
    a. Send
    ~~b.~~ Play
    c. Write
    d. Read

3. The boy wants a bread
    a. Laki-laki itu ingin makan roti
    ~~b.~~ Anak laki-laki itu ingin makan roti
    c. Anak laki-laki itu ingin roti
    d. Laki-laki itu ingin roti

4. What picture is this?

    a. Finger
    ~~b.~~ Hand
    c. Head
    d. Toes

5. What is the meaning of "fisherman"?
    a. Supir
    ~~b.~~ Nelayan
    ~~c.~~ Pelayan
    d. Koki

6. I am a wild animal, and I am called the king of the jungle. Who am I?
    a. Gorilla
    b. Wolf
    ~~c.~~ Lion
    d. Scorpion

XLVI

7. The English of "Pasar"?
   a. Bank
   b. Hospital
   ☒ Market
   d. Home

8. What picture is this?

   a. Hand
   ☒ Hair
   c. Neck
   d. Foot

9. N – E – A – H – C – G
   ☒ Change
   b. Cnhage
   c. Cahnge
   d. Chenga

10. I have a job delivering mail, what is my job?
    ☒ Businessman
    b. Waiter
    c. Delivery items
    d. Postman

11. Cemilan, Gambar, Makanan, Pakaian
    ☒ Snacks, Picture, Food, Clothes
    b. Picture, Food, Snacks, Clothes
    c. Snacks, Food, Shirt, Picture
    d. Food, Picture, Snacks, Clothes

12. I need ..... to eat the soup.
    a. Glass
    ☒ Spoon
    c. Water
    d. Scissors

13. We should.....English in English Class.
    ☒ Invite
    b. Think
    c. Look
    d. Speak

XLVII

14. What happened to Dani's Body?

   ~~a.~~ Small
   b. Angry
   c. Fat
   d. Tall

15. The meaning of Sibling.....?
   a. Kakek
   ~~b.~~ Ibu mertua
   c. Ayah
   d. Saudara kandung

II.   Translate the sentence into Bahasa Indonesia

1. Summer is over (musim panas telah beraghir)

Dingin	Berakhir	Musim	Telah	Dengan

Hitam	Panas	Gugur

2. The girl drinks tea (Anak Perempuan minum Teh)

Anak	Minum	Makan	Itu

Laki-Laki	Susu	Perempuan	Teh

3. Mention 5 of the name of things around you (kentin, scool, book, pen, think

4. Mention 5 of the name of part of body as you know (finJer, food, hed, hir, hei

5. Mention 5 objects in your classroom (table, chair, pen, book, whaiboord)

The score of Pre-Test in Experimental Class by using Quizlet App.

No.	Student's	Test score
1.	RA	65
2.	MFA	65
3.	IM	70
4.	NBL	55
5.	JML	60
6.	AZB	75
7.	GS	60
8.	NA	85
9.	NAQ	85
10.	HS	85
11.	NI	85
12.	NS	85
13.	AS	75
14.	AD	70
15.	HD	75
16.	DDA	60
17.	MA	55
18.	RMD	75
19.	NDA	60
20.	AI	40
21.	NNS	50
22.	SY	35

23.	RM	35
24.	NSF	65
$\sum n = 24$		$\sum x_o = 1570$
Average		65,41
Min		35
Max		85

The score of Post-Test in Experimental Class by using Quizlet App.

No.	Student's	Test score
1.	RA	65
2.	MFA	60
3.	IM	90
4.	NBL	80
5.	JML	70
6.	AZB	85
7.	GS	70
8.	NA	90
9.	NAQ	95
10.	HS	95
11.	NI	95
12.	NS	95
13.	AS	85
14.	AD	90
15.	HD	90
16.	DDA	85

17.	MA	73
18.	RMD	85
19.	NDA	80
20.	AI	75
21.	NNS	70
22.	SY	70
23.	RM	80
24.	NSF	80
∑n= 24		$\sum x_1 = 1953$
Average		81,37
Min		60
Max		95

The score of Pre-Test and Post-Test in Experimental Class

No.	Student's	Experimental Class		
		Pre-Test	Post-Test	Gained score
1.	RA	65	65	0
2.	MFA	65	60	5
3.	IM	70	90	20
4.	NBL	55	80	25
5.	JML	60	70	10
6.	AZB	75	85	10
7.	GS	60	70	10
8.	NA	85	90	5
9.	NAQ	85	95	10

LI

No.	Student's	x_0	x_1	x_2
10.	HS	85	95	10
11.	NI	85	95	10
12.	NS	85	95	10
13.	AS	75	85	10
14.	AD	70	90	20
15.	HD	75	90	15
16.	DDA	60	85	25
17.	MA	55	73	18
18.	RMD	75	85	10
19.	NDA	60	80	20
20.	AI	40	75	35
21.	NNS	50	70	20
22.	SY	35	70	35
23.	RM	35	80	45
24.	NSF	65	80	15
$\sum n= 24$		$\sum x_o = 1570$	$\sum x_1 = 1953$	$\sum x_2 = 393$
Average		65,41	81,37	16,37
Min		35	60	0
Max		85	95	45

The score of Pre-Test in Control Class without using Quizlet App.

No.	Student's	Test score
1.	NI	80
2.	APR	55
3.	NKH	85

4.	HHL	30
5.	MLT	35
6.	TSY	85
7.	NH	40
8.	MA	45
9.	MR	35
10.	ABDL	20
11.	MHA	35
12.	ARD	10
13.	AK	55
14.	SE	40
15.	ZAH	45
16.	UM	55
17.	NV	80
18.	AHR	65
19.	FD	25
20.	SA	60
21.	RN	40
22.	MRH	70
23.	NRLZ	85
24.	MHR	25
$\sum n = 24$		$\sum x_o = 1200$
Average		50
Min		10

Max		85

The score of Post-Test Control Class without using Quizlet App.

No.	Student's	Test score
1.	NI	90
2.	APR	95
3.	NKH	90
4.	HHL	40
5.	MLT	45
6.	TSY	80
7.	NH	40
8.	MA	65
9.	MR	50
10.	ABDL	50
11.	MHA	50
12.	ARD	30
13.	AK	50
14.	SE	75
15.	ZAH	55
16.	UM	65
17.	NV	55
18.	AHR	50
19.	FD	55
20.	SA	75
21.	RN	25

22.	MRH	45
23.	NRLZ	85
24.	MHR	40
∑n= 24		∑ x_1= 1380
Average		57,5
Min		25
Max		95

The score of Pre-Test and Post-Test in Control Class

No.	Control Class			
	Student's	Pre-Test	Post-Test	Gained score
1.	NI	80	90	10
2.	APR	55	95	40
3.	NKH	85	90	5
4.	HHL	30	40	10
5.	MLT	35	45	10
6.	TSY	85	80	5
7.	NH	40	40	0
8.	MA	45	65	20
9.	MR	35	50	15
10.	ABDL	20	50	30
11.	MHA	35	50	15
12.	ARD	10	30	20
13.	AK	55	50	5
14.	SE	40	75	35

15.	ZAH	45	55	10
16.	UM	55	65	10
17.	NV	80	55	25
18.	AHR	65	50	15
19.	FD	25	55	30
20.	SA	60	75	15
21.	RN	40	25	15
22.	MRH	70	45	25
23.	NRLZ	85	85	0
24.	MHR	25	40	15
$\sum n = 24$		$\sum x_0 = 1200$	$\sum x_1 = 1380$	$\sum x_2 = 380$
Average		50	57,5	15,83
Min		10	25	0
Max		85	95	40

Appendix 6 : Documentation

LIX

Appendix 7 : Recommendation

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1519 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

| Menetapkan | : | KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021; |
| Kesatu | : | Menunjuk saudara; 1. Dr. Zulfah, M.Pd. 2. Drs. Ismail Latif, M.M |

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Hartati
NIM	:	18.1300.004
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use of Quizlet to Improve The Student's Vocabulary Mastery At The Eight Grade Students of SMPN 1 Lanrisang

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 11 Juni 2021
Dekan

H. Saepudin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1184/In.39/FTAR.01/PP.00.9/03/2023   10 Maret 2023
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Menguji Proposal Penelitian**

Kepada

Yth. 1. Dr. Zulfah, M.Pd.   (Pembimbing Utama)
2. Drs. Ismail Latif, M.M.   (Pembimbing Pendamping)
3. Hj. Nurhamdah, S.Ag., M.Pd.   (Penguji I)
4. Dr. Arqam, M.Pd.   (Penguji II)
di,-,
Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama   : HARTATI
NIM   : 18.1300.004
Program Studi   : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : THE USE OF QUIZLET TO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF SMPN 1 LANRISANG KAB.PINRANG

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal   : Jum'at/17 Maret 2023
Pukul   : 09.20-10.35 WITA
Tempat   : Ruang Seminar Proposal Lt. 2

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.

Dekan,

Dr. Zulfah, M.Pd
NIP. 19830420 200801 2 010

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;

LXII

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1558/In.39/FTAR.01/PP.00.9/04/2023	05 April 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

    Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Hartati
Tempat/Tgl. Lahir	: Barang, 23 Oktober 1999
NIM	: 18.1300.004
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Ujung Baru, Desa Barang Palie, Kec. Lanrisang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Use Of Quizlet To Improve The Student's Vocabulary Mastery At The Eight Grade Students Of SMPN 1 Lanrisang Kab. Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0233/PENELITIAN/DPMPTSP/04/2023

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 11-04-2023 atas nama HARTATI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 0446/R/T.Teknis/DPMPTSP/04/2023, Tanggal : 12-04-2023
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0233/BAP/PENELITIAN/DPMPTSP/04/2023, Tanggal : 12-04-2023

M E M U T U S K A N

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :

	1. Nama Lembaga	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
	2. Alamat Lembaga	:	JL. AMAL BAKTI NO. 8 PAREPARE
	3. Nama Peneliti	:	HARTATI
	4. Judul Penelitian	:	THE USE OF QUIZLET TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF SMPN 1 LANRISANG KAB. PINRANG
	5. Jangka waktu Penelitian	:	1 Bulan
	6. Sasaran/target Penelitian	:	SISWA KELAS VIII
	7. Lokasi Penelitian	:	Kecamatan Lanrisang

KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 12-10-2023.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 14 April 2023

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

CERTIFIED QUALITY MANAGEMENT SYSTEM — URS — ISO 9001

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan BSrE

DPMPTSP

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MATTIRO SOMPE
NPSN. 40305106
Alamat : Abbanuang Desa Lerang Kec. Lanrisang   Kode Pos 91261

SURAT KETERANGAN
No : 411/ 108 /UPT SMPN 2/2023

Yang bertanda tangan dibawah ini :

Nama	:	MUHAMMAD ANSAR, S.Pd,M.Si
NIP	:	19640524 198411 1 001
Pangkat / Gol	:	Pembina Tk. I, IV/b
Jabatan	:	Kepala UPT SMPN 2 Mattiro Sompe

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama	:	HARTATI
Temp/Tgl. Lahir	:	Barang, 23 Oktober 1999
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswa Institut Agama Islam Negeri Parepare
NIM	:	18.1300.004
Fakultas/Jurusan	:	Tarbiyah/Pendidikan Bahasa Inggris IAIN Parepare

Menerangkan bahwa yang namanya tersebut diatas telah melakukan Penelitian di UPT SMP Negeri 2 Mattiro Sompe (SMPN 1 Lanrisang) Kecamatan Lanrisang Kab. Pinrang Mulai tanggal 11 Mei 2023 s/d 07 Juni 2023 dengan Judul *"THE USE OF QUIZLET TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF SMPN 1 LANRISANG KAB. PINRANG"* dengan hasil **BAIK**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya

Abbanuang, 08 Juni 2023
Kepala UPT SMPN 2 Mattiro Sompe

MUHAMMAD ANSAR, S.Pd,M.Si
NIP. 19640524 198411 1 001

LXV

CURRICULUM VITAE

HARTATI. The writer was born on October 23th, 1999 at Barang, Kab. Pinrang. She is the second child in his family. She has an old brother's name is Agus, S.Pd. Her father's name is Abd.Rahman and her mother's name is Caya. Her educational background, he began her study 2007 in SDN 4 Pinrang, and graduated on 2012, at the same year she registered at SMP Negeri 1 Lanrisang, Kab. Pinrang, and graduated in 20 14 at the same year, she registered in SMA Negeri 7 Pinrang, Kab. Pinrang and graduated in 2018. On 2018, she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finish her study with the title of skripsi "The Use of Quizlet to Improve the Students' Vocabulary Mastery at the Eight Grade Students' of SMPN 1 Lanrisang Kab.Pinrang. She really likes playing badmintoon, you could say it is her hobby. While studying at IAIN Parepare she lived in a dormitorry or now called Ma'had Al-Jami'ah IAIN Parepare. Where in this dormitory the family is very close and gets a lot of learning.